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ABSTRACT

This is a report of the systematic development and design of the Bachelor of Science in Human Resources Development with a Concentration in Manpower Development, from 1973 to 1976. It describes the content of an undergraduate curriculum which prepares personnel for employment in local, state, and regional levels of Employment and Training (formerly Manpower) Administration programs, such as CETA. The paper also includes a descriptive study of the students, including government employees, who enrolled and a follow-up study of the first 50 graduates. The report demonstrates the need for and feasibility of higher education programs for the education of personnel in applied social sciences for the delivery of human development services. (Author)

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HIGHER EDUCATION FOR MANPOWER PROGRAM PERSONNEL:
Development and Design of the Program at Oakland University

No. 8 in a Series

Produced by:
Manpower Development Higher Education System (MDHES)
Oakland University, Rochester, Michigan

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April 1976

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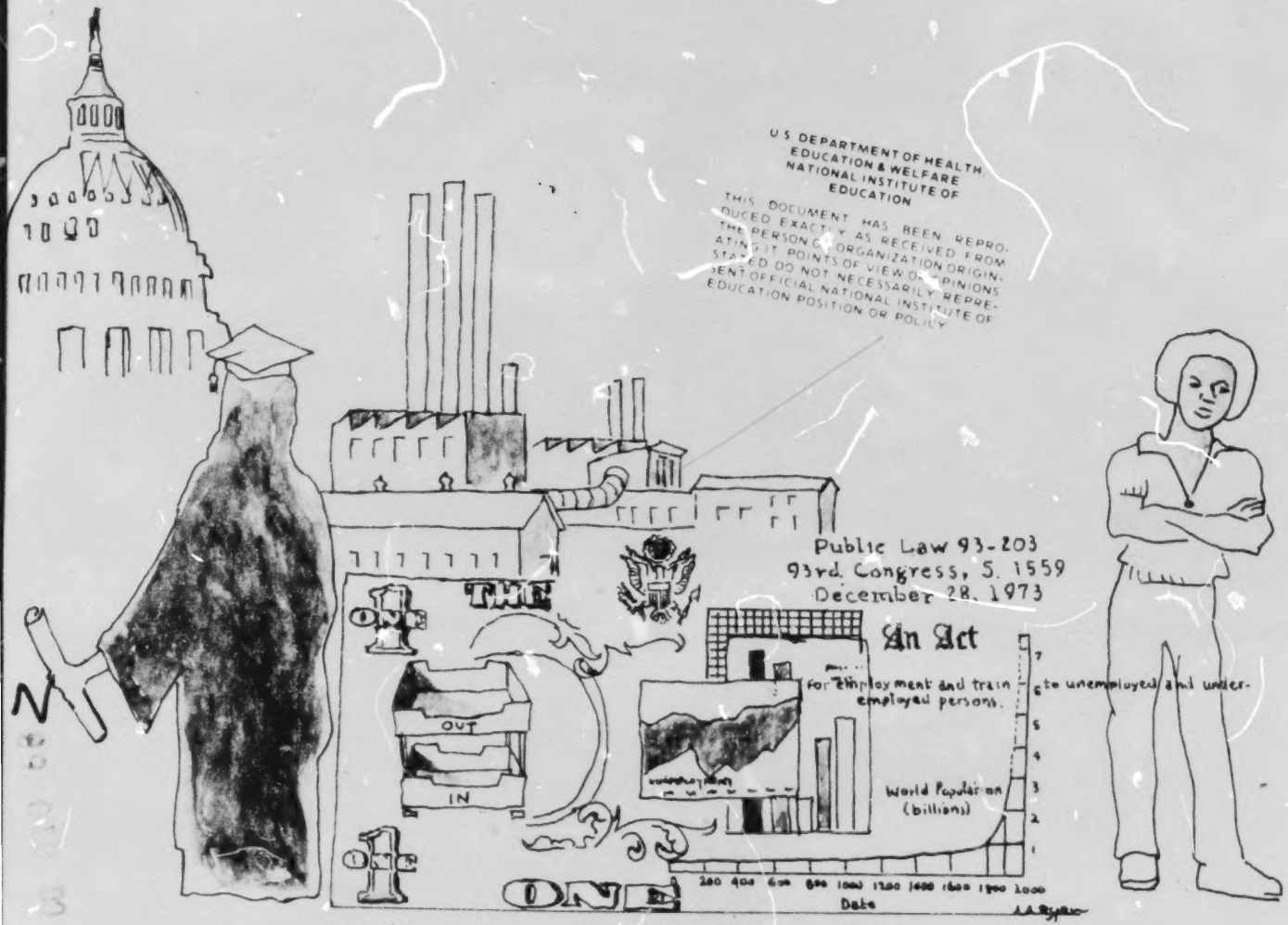

HIGHER EDUCATION FOR MANPOWER PROGRAM PERSONNEL:

Development and Design of the

Program at Oakland University

by

William F. Moorhouse, Associate Professor of Education

PUBLISHED BY:

Manpower Development Higher Education System
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Rochester, Michigan, 48063

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Wm. Jorns was of great assistance in composing and refining the management objectives and in designing illustrative models of the program. David Smith, David Meyer, and Janice Guerriero are the creative colleagues with ideas and organizational abilities who served in key roles for the Manpower Institutional Grant.

All four, named above, plus John Atlas, Nancy Barry, Billy Minor, JoAnne Minor, Mary Otto, Jim Schmidt, Edward Slawski, and Richard Steers are the faculty members who have authored course monographs and/or progress reports from which this publication is drawn.

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Wm. F. Moorhouse

Oakland University
Rochester, Michigan

PREFACE

This monograph is one of a series describing a new curriculum in higher education which prepares personnel for employment in local, state, and regional levels of Employment and Training (formerly Manpower) Administration programs of the U.S. Department of Labor. In particular, this publication covers a current description of the Concentration in Manpower Development of the Bachelor of Science in Human Resources Development and the related educational delivery system which is under development at Oakland University.

Faculty members at other colleges or training directors from governmental units will find this monograph useful in establishing educational programs for current or future manpower program employees. Seven other monographs in the series, published in June 1975, describe particular courses which were developed during 1974-75. Additional publications of this nature are scheduled for completion in July 1976.

In a broader sense, the program described herein is an expansion of applied social sciences curricula with the goal of placing graduates in a wide range of human service capacities. It is an "important experiment in career-oriented education in a predominantly liberal arts-oriented university," as stated by an evaluator of the program, Dr. Fred Harbison, Professor of Economics and International Affairs, Princeton University.

Therefore, to assist higher education planners at other institutions, a considerable amount of detail is included on how the B.S. in HRD was developed (see Part 2), enrollment and student characteristics (Part 6), as well as the description of the structure and content (Part 5).

We request interested parties to contact us. We wish to be of assistance and to develop an exchange of research and program development information.

For more information write or call:

David G. Smith, Director
Manpower Development Higher Education System
Oakland University
Rochester, Michigan 48063

(313) 377-3084

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APPENDIX B DESCRIPTIONS OF NEW COURSES DEVELOPED FOR THE CONCENTRATION IN MANPOWER DEVELOPMENT

PART 1

THE MANPOWER INSTITUTIONAL GRANT PROGRAM

1.1 Introduction

In July 1974, the Office of Manpower Research and Development, U.S. Department of Labor (USDL), awarded a Manpower Institutional Grant (MIG) to Oakland University. Over a four year period, this award is being used primarily to refine and extend the existing Bachelor's degree program in Human Resources Development and to develop new curricula and training modules for regular students and personnel employed in manpower-funded programs. This degree program, which includes a sixty semester-hour Concentration in Manpower Development (HRD-MD), has allowed the formation of an academic-administrative unit which has the capacity to both design and deliver instructional components for college credit.

In being selected as one of the thirteen MIG universities, located in the various regions of the USDL, Oakland assumed responsibility for developing curricula to prepare the highly skilled staff necessary to deliver newly decentralized comprehensive manpower programs. Special emphasis is placed on strengthening the technical abilities of currently employed staff in many community agencies and governmental units engaged in manpower development and related human services, as well as the creation of a future source of well trained practitioners, planners, and evaluators.

Another goal, which is a component of the MIG activities, is to disseminate descriptions of the curriculum design and content to other universities where there is an interest to extend or establish related offerings. This monograph serves as part of this activity.

Enactment of the Comprehensive Employment and Training Act of 1973 (CETA) introduced new concepts to Federally funded manpower programs. Under the provisions of CETA, responsibilities for program planning, design and administration have been shifted to state and local government units of over 100,000 in population. They are designated as "Prime Sponsors," eligible for direct grants under federal manpower programs. On the national level, 402 Prime Sponsors were approved in 1974. They included 66 cities, 147 counties, 136 consortiums, 49 balance-of-state areas and 4 special rural concentrated employment program areas.

Therefore, each community in the nation now has certain new control of its own comprehensive manpower employment and training program. As each of the prime sponsors designs and develops a local service delivery system, personnel are required who have a variety of capabilities. This includes personnel who can help to achieve national manpower program goals such as full employment and an adequate supply

for all labor markets. This involves skills in job development and labor market analysis as well as in career guidance and vocational education which people need to become self-sufficient and to serve society.

1.2 MIG Program Objectives

The stated objectives[1] of the Manpower Institutional Grant (MIG) program are as follows:

1. To support the design and implementation of courses and curriculums of formal instruction and work-training experience off campus for future planners, administrators, researchers, and evaluators of manpower programs;

2. To offer this training at the undergraduate as well as the graduate level;

3. To strengthen the capability and expertise of manpower practitioners at local, state, and regional levels through full degree training, refresher courses, seminars, and other educational formats;

4. To develop within academic institutions the resources and capabilities for providing technical and personnel support to local, state, and regional organizations concerned with manpower problems;

5. To stimulate greater interest in the manpower field among established scholars; and

6. To encourage greater cooperation among the various behavioral sciences in the conduct of human resources development.

Implied in these objectives is a recognition of the need for well prepared personnel in manpower work. An analysis of past objectives of former similar programs, as compared to the current objectives, reveals a new emphasis on the development of full degree programs, undergraduate curriculum designed for the education of manpower program practitioners to work at the local level, inclusion of work-training experience through internships, and the preparation of personnel to conduct human resources development.

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[1] U.S. Department of Labor, Manpower Administration. Guidelines for Submission of Applications for Manpower Research Institutional Grants. Washington, D.C.: 1973.

1.3 Oakland University MIG Program and Setting

The overall objective of the Oakland MIG proposal[2] is to develop a model Manpower Development Higher Education System (MDHES), in cooperation with manpower agencies, which will meet the education requirements of many personnel who strive to provide employment and training programs in urban regions such as the Detroit metropolitan area. Emphasis is at the undergraduate level, including educational experiences ranging from short-term training opportunities through degree programs.

A major goal of the MIG Oakland University program is to develop curricula, the MDHES, which can be established at other universities and training institutions. As a result of a planned dissemination/diffusion process, current and future manpower personnel will receive appropriate training in convenient locations and feasible formats. In this way, manpower staff training availability, quality, and applicability will be enhanced.

The MIG-MDHES program was directed by Dr. William Moorhouse during 1974 and 1975. The current director is Dr. David Smith. Other staff members are Ms. Janice Guerriero, Coordinator of Curriculum Development, Mr. William Jorns, Systems Specialist, and Dr. David Meyer, Coordinator of Research and Development. All of the above staff members plus several others serve as faculty and in curriculum development work (See Part 7.2).

The academic unit where the Oakland University MIG program is administered is the School of Education which, among other degrees, offers the Bachelor of Science in Human Resources Development. Following is an overview of this setting.

1.31 Oakland University

Oakland University, Rochester, Michigan, is a new state-supported institution with an enrollment of over 10,000 students. It is located in the suburban area north of Detroit. Over four million people reside within a one hour driving distance from the campus. Many of the major problems which confront urban society in the United States today exist in this area of the country. Therefore, among the goals of the university is a commitment to prepare persons who can work toward social improvement.

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[2] Moorhouse, Wm. F., David G. Smith and Janice M. Guerriero, "Proposal for a Manpower Institutional Grant: Manpower Development Higher Education System," Rochester, Michigan: Oakland University, April 1, 1974.

The various colleges and schools of the university include: Arts & Sciences, Economics and Management, Education, Engineering, and Nursing. Some new educational programs are being developed as financial resources become available.

1.32 School of Education

The School of Education offers teacher training degrees at the Bachelor's and Master's degree levels in the areas of elementary education, secondary education, early childhood education, guidance and counseling, reading and special education. These programs largely prepare personnel for work in the development of young people from the kindergarten through grade twelve age groups.

One exception is the M.A. in Guidance and Counseling where, in addition to courses in classroom guidance and school counseling, an area of emphasis is devoted to the preparation of counselors for work with youth and adults in community agency settings, such as employment counseling, vocational rehabilitation, and related guidance and human development functions.

1.33 B.S. in Human Resources Development

The Bachelor of Science in Human Resources Development (HRD) program is a new addition to the curricula offered by the School of Education. Personnel are prepared to serve in community programs for education and human development of preschool children and of adults, including the elderly--the balance of age groups not served by the preparation of teachers and education specialists for K-12 grade level programs.

The HRD program is designed to prepare entry-level personnel who can provide direct human services, can analyze needs, and can deliver manpower development programs which relate to the goal of helping people of all ages to achieve personal fulfillment and to become socially useful.

Students who declare a major in Human Resources Development may currently select one of two concentrations. These are the Concentration in Early Childhood Education and the Concentration in Manpower Development. HRD-Manpower curriculum is described in full in Part 5. The history of the development follows in Part 2.

PART 2

DEVELOPMENT OF THE B.S. IN HRD

2.1 Employment Service Personnel Training

The concept of the Human Resources Development (HRD) program at Oakland University is an outgrowth of activities which began in 1970. The structure of the Human Interaction (HI) and Human Resources Development (HRD) courses, which form a central place in the Concentration in Manpower Development, were the result of courses designed to train employees of the Michigan Employment Security Commission (MESC). The specifications for the training of over 100 employees was established cooperatively among MESC officials and members of the Oakland University faculty in the Guidance and Counseling area of the School of Education. Mr. Stephen Dolan, Training Director, coordinated the design of the program for MESC.

The members of the Oakland University faculty who offered the MESC training program from 1970 through 1973 were Dr. Fred Chandler, Dr. Charles Ealy, Dr. Harry Gold, Dr. William Moorhouse, Dr. James Schmidt, and Dr. David Smith. In addition, several other persons from the manpower field were employed to teach or deliver lectures on a part-time basis.

2.2 University Planning Committee

During the same period of time that the MESC training program was being conducted, curriculum planning groups were at work which consisted of consultants from several community agencies and Oakland University faculty members representing divisions, schools, departments, and offices such as: admissions, continuing education, economics and management, education, engineering, English, graduate study, history, library, linguistics, political science, placement, psychology, sociology/anthropology, speech communication, student affairs, student services, and urban affairs.

Officially, the planning was initiated by a faculty Ad Hoc Committee on Applied Social Sciences, appointed by Dr. Fred Obear, Provost and Vice President for Academic Affairs, in October 1970. Dr. William Sturner, Assistant Provost, and the committee developed and circulated a proposal[3] which described the concept of a program in "Community Service and Development" which was subsequently endorsed by the University Senate and Board of Trustees in April 1971.

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[3] Sturner, Wm., Chairman, Ad Hoc Committee on Applied Social Sciences, "Proposal for a School Which Would Emphasize Preparation for Service-Action Roles in Career Opportunities Related to Social Problems & Social Change," Rochester, Michigan: Oakland University, February 25, 1971.

2.3 Degree Program Proposal

As a result of this action, Dr. William Moorhouse was appointed Assistant Provost and assigned the Chairmanship of the committee which was reconstituted to include wider representation from the immediate community. The charge included the task of developing a detailed proposal for a Bachelor's degree program in the area of "Community and Human Development." Related programs at other colleges were reviewed for ideas, and the advice of representatives from existing University programs were sought to determine what courses which were already offered could be utilized.

Also, employees who represented the full range of related governmental and non-profit community agencies were surveyed for opinions regarding the competencies needed by entry-level human service employees. This information was compared with current offerings and led to the listing of descriptions of many possible new courses which would be needed to provide a full program and took into account all recommendations.

The result of this work was compiled into the form of an internal university proposal[4] to establish a new school with a new degree program. A variety of potential new courses were described and classified within two broad areas identified as "Human Resources Development" and Community Development." After much debate and several modifications, in April 1973 the University Senate approved the Bachelor of Science in Human Resources Development, to be offered under the jurisdiction of the School of Education and the Center for Community Development, to be operated by the Office of Urban Affairs.

This was a lesser step than the establishment of a new school, but it was an adequate action to establish an academic unit with certain freedom to design and offer the curriculum in human resources development. The Center for Community Development was given very limited academic power and funding. It has not grown as envisioned in 1972.

Appendix A includes a copy of the proposed B.S. in HRD degree program which was approved at the University Senate level. Details of the content were left for the Assembly of the School of Education to establish.

---

[4] Moorhouse, Wm. F., Chairman, Ad Hoc Committee on Social Sciences, "Proposal for a School of Community and Human Development," Rochester, Michigan: Oakland University, November 10, 1972, 158 pages.

2.4 Initiation of the B.S. in HRD

The B.S. in HRD was first offered at Oakland beginning the Fall Semester, 1973. The program received an allocation of University funds for two full time equivalent faculty salaries and a part time secretary. Dr. William Moorhouse was appointed Director and Dr. John Atlas was employed to serve as a major faculty member and to assist in the advisement of students. Other faculty members who had previously taught certain courses for the MESC employees were enlisted to each teach one course in the program each semester.

Other faculty consisted of four part-time instructors who were active professionals in human services work and who were available to teach in the evenings. In addition, over one hundred related courses were identified and already available within the university offerings largely in social science areas which provided a selection for the balance of the required components in the undergraduate Human Resources Development curriculum.

Several of the courses which had been designed for MESC employees were incorporated into the degree program. The scope and the content were revised to include instruction in competencies which can be applied in a wide range of basic human resources development functions.

Beginning in Fall 1974, the Manpower Institutional Grant made it possible to fully establish the B.S. in HRD program, to further develop the course content of some of the initial MESC manpower-related courses, and to design several new ones. Appendix B includes the catalog descriptions of the courses developed for the Concentration in Manpower Development. Those with the "HI" and "HRD" rubric are offered by the Human Resources Development Area faculty in the School of Education. Those with the "ECN" and "MGT" rubric are offered by the School of Economics and Management.

PART 3

MANPOWER EDUCATION NEEDS AND SPECIFICATIONS

3.1 Needs Analysis

During Summer and Fall semesters, 1974 a needs analysis was conducted to answer the question, "What should a complete manpower education program include?" The answer to this question was sought through a review of recently published opinions and research projects on the topic and a study of recommendations made by manpower program officials from all levels: national, state, county, and local.

Oakland University faculty and administrators who had studied the needs for a manpower curriculum prior to the receipt of the Manpower Institutional Grant (MIG) and those who were currently involved in the initiation of the concept to establish a model Manpower Development Higher Education System (MDHES) all provided input for the needs analysis.

Figure 1 is an illustration of the model which was used in the input of information for the analysis of manpower education needs. Nine major sources of input of information are listed on the left. The needs analysis and subsequent program development is being conducted in three stages of approximately one year per stage which was initiated in 1974. The levels of government manpower program operation and the educational institution input are listed on the right. In each stage, approaches are direct, such as through questionnaires and interviews, or indirect, such as the analysis of national manpower policy or a study of program objectives in relation to the knowledge and skills which are needed to accomplish goals.

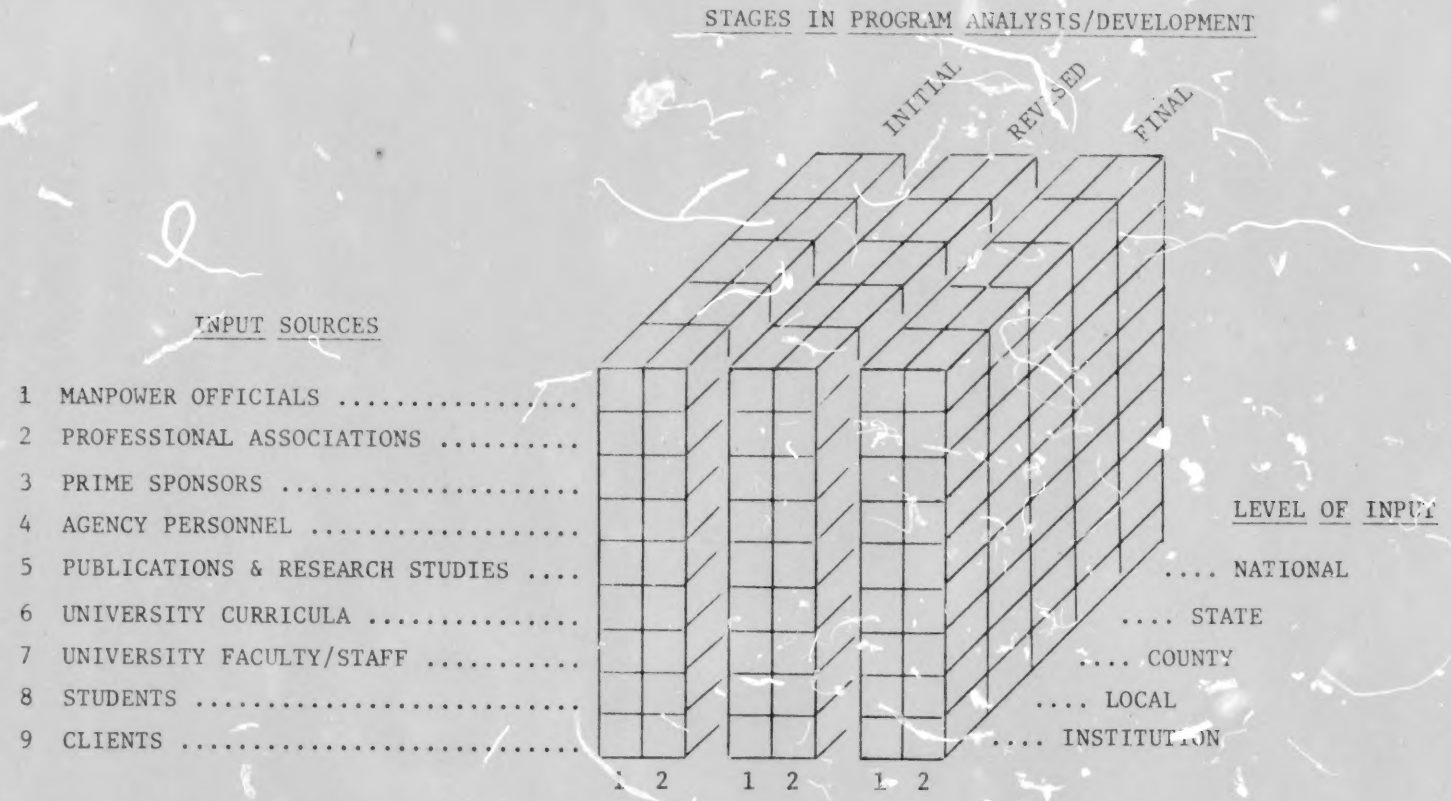
In general, our approach has been to interview many manpower officials at all levels and to collect and study the results of training needs analysis surveys conducted by manpower organizations at all levels. Technical Assistance and Training officials at the national and regional levels have determined areas where manpower training is currently needed and this has been incorporated into the curriculum design.

3.2 Sources of Information on Needs

Following is an overview of the information obtained from several of the input sources.

In 1972, a committee composed of two persons appointed by the Manpower Administration, two persons from the International Association of Personnel in Employment Security (IAPES) and two persons from the Interstate Conference of Employment Security Agencies (ICESA)

FIGURE 1 INPUT MODEL FOR MANPOWER EDUCATION PROGRAM NEEDS ANALYSIS



Modeled by W. Jorns

reported their college manpower education program development recommendations in the IAPES News.[5] Their study was based mainly on research concerning educational needs of personnel and appropriate manpower-related curricula that was presented in extensive reports conducted by the Universities of South Carolina[6] and Southern California.[7] The committee chairman was James A. Whitbeck of the Manpower Administration.

As a result of their review of the research and their extensive experience, the committee recommended ten areas of college study relevant to a wide range of manpower and employment security jobs.

1. Communications (oral and written expression).

2. Human interaction (individual and group dynamics).

3. Management (in government structure, planning, problem solving, accountability).

4. Administrative law (interpretation of legislation).

5. Social research (collecting and validating data, statistical interpretation).

6. Economics (as it affects the labor market, income, employment, and so forth).

7. Community social change (resources, planning change, power structure, and politics).

8. Occupational motivation (career development, occupational planning, and job satisfaction).

9. Methods of program evaluation (setting goals and objectives, establishing performance criteria).

---

[5] International Association of Personnel in Employment Security. "Cooperative Research Program--A Course of Action." IAPES News. 1972, 32(11), 14-15.

[6] Breger, G. E. A Cooperative Research Project to Determine the Educational Needs of Personnel in Employment Security. Columbia, S.C.: University of South Carolina, Bureau of Urban and Regional Affairs, 1971.

[7] Adelman, H. M. Manpower Curriculum Recommendations. Los Angeles: University of Southern California, Public Systems Research Institute, 1971.

10. Automation (computer technology and processes, automation in work, systems analysis for delivery of human services).

In addition, the committee suggested that instruction of manpower employees with regard to the details of implementing and operating programs such as manpower development and training, unemployment insurance, and employment services can best be provided by training programs in state agencies rather than in academic institutions.

The committee recommended that the planned manpower curriculum provide course credit equivalent to 60 semester hours or 2 years of university-level work at the undergraduate, upper-division (or possibly graduate) level. This should include supervised experience in an actual work situation and seminars for the integration of skills and knowledge. Two examples of new undergraduate structures that comply with this recommendation are presented herein.

In a survey conducted at San Francisco State University[8] among manpower practitioners from six CETA offices gave a list of knowledge, skills and understanding needed by manpower staff. Topics listed most frequently were as follows.

1. Communications (understanding others--human relations; writing, reading, and speaking effectively; writing reports).

2. Interviewing/counseling (awareness of others, interview techniques, psychology, crisis intervention, problem clients).

3. Personnel development (personnel management, vocational counseling, testing and survey techniques, development of training systems).

4. Tools and techniques (problem solving/decision making, knowledge of economy, monitoring of programs, evaluation of contracts and training programs, job development in business and industry, labor market analysis, manpower politics, cooperation among agencies, and use of community resources).

Another source of information regarding the educational needs for current and future employees is an examination of the content of employee training programs being designed and conducted by governmental units in the manpower field.

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[8] Aller, C. Progress Report for Project on Alternative Education Models for Manpower Personnel. San Francisco State University, Manpower Studies Program, February 28, 1975.

New education for employees (inservice training) is being designed and delivered by certain regional offices of the U.S. Department of Labor. For example, in Region I [9] (Boston), a Manpower Training Institute has been organized. This institute is primarily for the instruction of manpower program designers and implementers--state and local governments designated as CETA prime sponsors and state employment security agencies--to provide the tools and assistance necessary to build and run creative programs that work. The immediate effort is directed toward training for decentralization of manpower program administration and CETA, with an "eye toward future linkages of all human service delivery systems within government and the private sector."

U.S. Department of Labor publications which have been prepared for the use of the many CETA Prime Sponsors are an excellent source of data because they provide details on the tasks and functions which are to be performed for which staff must be competent to do. The CETA Organization and Staffing Guide [10] includes job descriptions, duties, and competencies for each level of work.

Many governmental and non-profit human services agencies who are engaged in helping people become employable in needed careers were contacted as part of the needs analysis. A mailing list has been developed and maintained for the purpose of continued contact.

Several studies of staff training needs which have been done recently within various states have provided an excellent source of information for manpower curriculum design. An example is a survey conducted during Fall 1975 by the Michigan Bureau of Manpower.[11]

The Michigan survey included the following manpower groups/organizations:

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[9] U.S. Department of Labor, Region I Manpower Administration. Manpower Training Institute--Course Catalog. Boston, 1974.

[10] U.S. Department of Labor, Region I Manpower Administration. Organization and Staffing Guide for Prime Sponsors Under the Comprehensive Employment and Training Act of 1973. Washington, D.C.: (GPO 875-605) 1974, pages A1-A36.

[11] Michigan Bureau of Manpower. Michigan Prime Sponsor Needs for Technical Assistance--Survey Report. (Coordinated by Nancy Persson) Michigan Department of Labor, Bureau of Manpower, Intergovernmental Coordination Division, October, 1975.

Michigan Employment Security Commission
Department of Vocational Education
Department of Social Services
Veterans groups
CETA Title III Prime Sponsors
Community Action Agencies
Department of Vocational Rehabilitation
Client Organizations
Prime Sponsor Planning Councils
Major local employers
Other non-profit community agencies

The titles of the areas of technical assistance (staff training) needs defined in the Michigan survey are as follows:

Determining Manpower Needs
Developing Community Profiles
Affirmative Action
Organization and Staffing
Management Information Systems
Financial Planning
Contracting
Monitoring
Evaluation
Reprogramming

Two other recent surveys of manpower educational needs were conducted in Utah [12] and Illinois. [13]

Students and currently employed personnel who are enrolled in the HRD-MD program and graduates have provided many suggestions for the refinement of the curriculum. This feature has proven to be of increasing value as more people become involved. Therefore, the needs analysis is never complete and the curriculum is undergoing constant revision.

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[12] Gwilliam, Robert F. "Manpower Professional Education Needs Survey," Salt Lake City: Human Resource Institute, University of Utah, 1975.

[13] Barber, Daniel M. Illinois Manpower Training Institute--Survey and Results of Training Needs Analysis. Springfield, Illinois: Governor's Office of Manpower and Human Development, 1975.

3.3 Specifications for a Manpower Education Program

The plans for the development of the HRD-MD program at Oakland University are based upon program specifications developed from the needs analysis.

General Program Specifications

1. The program should encompass at least 60 semester hours of undergraduate credit.

2. The program should be a component of the regular degree programs of the institution.

3. The program should allow for full-time study during the academic year.

4. The program should provide for easy entrance and smooth transition into the program for students from other institutions.

5. The program should allow students to receive credit for life experience and learning acquired outside of formal educational programs.

6. The program should provide optional career paths flexible enough to allow for individual differences in goals, ability and experience.

7. The program should be developed from a validated model of manpower education.

8. The program should graduate students with entry-level competencies closely related to the actual job requirements in manpower work.

9. The program should have the capability of being adopted/adapted by institutions in other localities.

10. The program should be developed from input received from all groups in manpower work.

11. The program developed should have the acceptance of all groups working in the manpower field.

12. The program should receive a high rating on variables related to effectiveness, efficiency and satisfaction.

13. The program should prepare workers who have the ability to function effectively in locally decentralized manpower programs.

14. The program should be open to all persons capable of preparing for work in the manpower field.

15. The program should provide career opportunities for individuals from minority groups.

16. The program should provide for career development and mobility among manpower program employees.

17. The program should provide its graduates with the foundation necessary to undertake graduate level education.

Manpower Curriculum Specifications

18. The curriculum should give heavy emphasis to the fundamental skills, knowledge and attitudes required for manpower program personnel in a broad range of functions.

19. The curriculum should give emphasis to the manpower-related cognate studies found in social sciences.

20. The curriculum should meet the special needs of manpower workers that arise from work with special groups or special situations.

21. The curriculum should be developed as a competency or performance-based program.

22. The curriculum should be flexible enough to allow competencies or sets of competencies to be organized and reorganized as the situation demands.

23. The curriculum should provide both vicarious and experiential learning situations in classroom, structured laboratory and field settings.

24. The curriculum should provide opportunities for students to observe and participate in structured laboratory situations which model the real-world, focus on specific competencies and use strategies appropriate to manpower work.

25. The curriculum should provide opportunities for students to apply their knowledge, skills and attitudes in real-work situations in appropriate manpower settings:

    25.1 Practicum experiences under the supervision of agency personnel which provide (a) opportunity for interaction with persons seeking/receiving manpower services and (b) opportunity to work directly with manpower specialists on agency problems.

    25.2 Internship experiences which provide on-the-job training in all areas that regular agency personnel are expected to perform in real-work situations.

26. The curriculum should provide opportunities for students to integrate theory and practice through follow-up seminars which foster discussion and feed-back to both students and staff.

27. The curriculum should be a product of input from all levels of manpower work: federal, state, county and local.

28. The curriculum should be continuously evaluated through comprehensive, planned strategies of assessment.

    28.1 Evaluation should focus on student ability to function in job-related and professional situations.

    28.2 There should be opportunity for self-evaluation.

    28.3 Assessment should be aimed at demonstrated competencies of students as they progress through the curriculum against specified performance criteria.

    28.4 Evaluation evidence should be gathered from a variety of sources: former students, agency personnel, institutional faculty, professional associations and accrediting agencies, etc.

Management/Support System Specifications

29. The institution should provide guidance services for students enrolled in the manpower curriculum.

30. The institution should provide a placement service for students graduating from the manpower curriculum.

31. The institution should provide education/training for the professional staff in areas where there is a deficiency in staff competence.

32. The institution should develop an Instructional Materials Center to support study and research in manpower work.

33. The institution should provide adequate facilities, equipment and materials to support the manpower specialist education program.

34. The institution should use professionals from manpower agencies as instructors, supervisors and field coordinators.

35. The institution should develop a management information system to provide the program staff with information about students, agencies, and the work environment; and the students and agency staff with information about the program.

36. The institution should develop an organizational structure adequate to facilitate the many functions of the manpower education program.

3.4 Advisory Committee

The MIG program receives review and advice on development from an advisory committee which meets over three times per year. Members are drawn from the national, regional, state employment service, and local levels of manpower work. Four CETA prime sponsors (large city, suburban county, city and rural consortium, and balance of state) are represented on the committee as well as the Chief of Technical Assistance for USDL operations and research and development functions.

The Advisory Committee has provided major input in the determination of training needs. The MIG Advisory Committee has served a key role in defining program objectives and outcomes desired from curriculum and instruction. The committee has also given some suggestions on what should be taught in several of the new courses and short-term training modules.

PART 4

DESIGN OF THE MDHES

4.1 Four Year Plan

The Manpower Institutional Grant (MIG) program was approved for a planned four year period of time. The Oakland University MIG program is based on a proposal to develop a Manpower Development Higher Education System (MDHES). The specifications for a manpower education program, reported in section 3.3 provide the basis for the design of the MDHES.

The following "Four Year Plan" is a list of objectives (projects and tasks) which are planned to be conducted in the development of the MDHES as specified. The following planning model has been designed for use in the development of the MDHES:

A. Decision to Act

B. Diagnosis

1. Identify the Task
2. Diagnose the Task Situation

C. Design/Development

1. Formulate Objectives
2. Design a Solution
3. Develop a Plan-of-Action
4. Implement the Action Plan
5. Field Test Prototype
6. Evaluate and Revise
7. Deliver Final Product

D. Diffusion/Adoption

1. Disseminate
2. Demonstrate/Train

In the next section, the letters A, B, C, and D, from the above planning model, are placed in the columns opposite each objective to designate which project steps are planned for each year.

4.2 Management Objectives for Four Years

General Program Characteristics Objectives	1974-76	1976-77	1977-78
1. Develop a manpower program of at least 60 semester hours of undergraduate credit that is a component of the regular degree programs of the institution.	ABCD	D	
2. Develop a schedule which allows students to attend full-time during the academic year.	ABCD	D	
3. Develop a mechanism which allows easy entrance and smooth transition by students from other institutions.	ABC	D	
4. Develop a structure and procedure whereby students may receive credit for life experiences and learning acquired outside of formal educational programs.	AB	C	CD
5. Develop optional career paths within the manpower program which allow for individual differences in goals, abilities and experience.	ABC	CD	D
6. Develop a validated model of a manpower specialist education program.	ABC	CD	
7. Develop a planning model and process for getting input from all groups working in the manpower field.	ABC	CD	D
8. Develop a program diffusion model so that the program is capable of being adapted/adopted by institutions in other localities.	ABC	CD	
9. Develop a program evaluation model which will measure such variables as effectiveness, efficiency, acceptance, satisfaction and readiness to adopt/adapt.	ABC	C	D

General Program Characteristics Objectives (cont.)	1974-76	1976-77	1977-78
10. Develop an entrance process which opens the program to all persons capable of preparing for work in the manpower field.	ABCD	D	
Manpower Curriculum Objectives			
1. Develop courses around the fundamental knowledge, skills and attitudes required of manpower workers.	ABCD	CD	D
1.1 Develop new courses in the basic core areas.			
1.2 Revise previously developed courses based on input from students and manpower specialists to increase relevancy to manpower work.			
2. Develop courses in the manpower-related cognate areas of the social sciences.	ABC	CD	D
2.1 Develop new courses in the cognate areas.			
2.2 Revise previously developed courses based on input from students and manpower specialists to increase relevancy to manpower work.			
2.3 Develop final model of courses in cognate areas.			
3. Develop specialty courses based on the needs of manpower workers in special situations.	ABCD	BCD	CD
3.1 Develop new courses in the specialty areas.			
3.2 Revise previously developed courses based on input from students and manpower specialists to increase relevancy to manpower work.			
3.3 Develop final model of courses in specialty areas.			

Manpower Curriculum Objectives (cont.)	1974-76	1976-77	1977-78
4. Conduct a needs assessment among manpower groups to determine the competencies required of manpower specialists.	ABCD	D	
5. Develop a structure and strategy for involving all levels of manpower groups: federal, state, county and local in the development of a manpower specialist program.	ABC	C	D
6. Develop a curriculum model to guide organization of learning experiences so that the proper balance between vicarious and experiential opportunities in classroom, structured laboratory and field settings is maintained.	ABCD	D	
7. Develop opportunities for students to observe clients seeking/receiving service from professionals in manpower agencies.	ABC	BCD	CD
8. Develop structured laboratory experiences for students to observe and participate in situations which model the real-world, focus on specific competencies and use strategies appropriate to manpower work.	ABC	BC	CD
9. Develop practicum experiences which allow students under the supervision of agency personnel to interact with clients seeking/receiving manpower services and to work directly with manpower specialists in solving agency problems.	ABC	BCD	CD
10. Develop internship experiences which provide on-the-job training in all areas that regular agency personnel are expected to perform in real-work situations.	ABC	BCD	CD

Manpower Curriculum Objectives (cont.)	1974-76	1976-77	1977-78
11. Develop instructional modules based on validated competencies of manpower specialists which can form elements of formal courses in the curriculum and/or parts of in-service training packages for agency staffs.	ABC	BCD	CD
12. Develop an evaluation model which will provide valid information about the effectiveness of courses and the degree of student satisfaction with courses.	ABC	C	D
13. Develop seminars as a follow-up to field experiences or as a part of field experiences which provide opportunities for integration of theory and practice through discussion and feed-back.	ABC	BCD	CD
14. Develop models to guide the development of courses and instructional modules which the staff can use as a resource.	ABCD	D	
Management/Support Systems Objectives			
1. Develop guidance services for students enrolled in the manpower program.	AB	BC	CD
2. Develop a placement service for graduates of the manpower program.	AB	BC	CD
3. Develop an education/training program for manpower program faculty to increase competence in manpower areas.	AB	BC	CD
4. Develop an Instructional Materials Center to support study and research by students, agency personnel and program staff in the field of manpower work.	ABC	C	CD

Management/Support Systems Objectives (cont.)	1974-76	1976-77	1977-78
5. Acquire and allocate adequate resources to support the manpower specialist education program.	ABC	C	CD
6. Develop a personnel recruitment procedure so that professionals from agencies can be identified and selected as instructors, supervisors and field coordinators.	ABC	CD	D
7. Develop a management information system which is capable of providing the program staff with information about students, agencies and the environment and information about the internal operation of the program and the university that is useful in program planning, operating and evaluating; and information to students, agencies and the environment about the program.	ABC	C	D
8. Develop an organizational structure which can handle the many functions of a manpower specialist education program.	AB	BC	CD

PART 5

DESCRIPTION OF THE B.S. IN HRD WITH A CONCENTRATION IN MANPOWER DEVELOPMENT

5.1 Structure of the B.S. in HRD

The B.S. in Human Resources Development (HRD) is a 124 semester credit degree of which 64 credits are devoted to general education in academic skills and to appropriate electives. General education includes 40 credits distributed in the areas of: communication and writing skills, symbolic systems (such as mathematics, computer programing or modern language), three or more foundation courses in the social sciences (such as economics, political science, sociology and psychology) and one or more courses in natural science, history and studies of other areas of the world or arts. Electives of 24 credits, selected by the student under advisement, are required to make up the total of 64 credits.

The remaining 60 semester hours of credit required for the B.S. in HRD must comprise an approved professional concentration. One of these is the Concentration in Manpower Development which this monograph concerns. There are three major components within the concentration: cognate courses, basic core courses which include an internship in a manpower program setting, and a selection of courses in various specialties of manpower work. Each component emphasizes a different area of professional preparation, however, provides flexibility which allows students to draw upon a wide range of course work.

Requirements for the Concentration in Manpower Development include a selection of courses in areas such as: interviewing and counseling, career and employability development, job development and training, assessment of youth and adults, manpower economics, manpower information analysis, manpower program planning and evaluation, human development in organizations, and delivery of human services. An internship in an actual work setting appropriate to the students' career goals is required during one semester of the Senior year. Opportunities for field experiences and off-campus research projects are available throughout the program.

The Oakland HRD program is also designed to accept transfer students from community colleges who have a foundation of course work in psychology, sociology, economics and political science, and/or have basic preparation in some type of human services work. Since the program allows for elective course work in several fields and provides flexibility for a broad selection of areas of study in addition to required subjects, most students' transfer credit can be applied to the degree. Also, an adequate selection of courses is offered during the evening thereby allowing students to be employed during the daytime and to attend college on a part-time basis.

FIGURE 2

HRD-MD PROGRAM COURSE AREAS

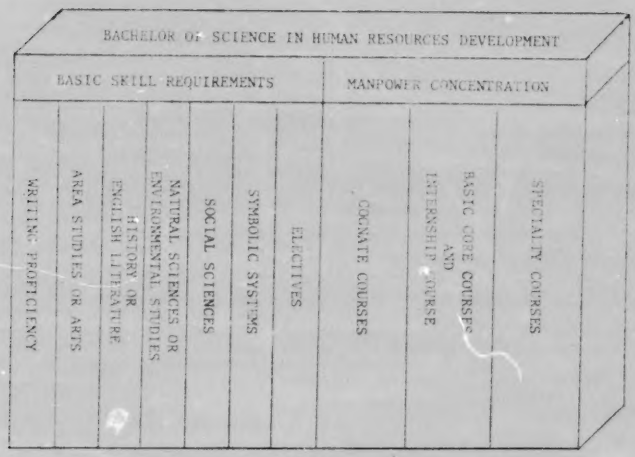


Figure 2 illustrates the course area parts of the Human Resources Development degree program with a Concentration in Manpower Development (HRD-MD). Following is a description of each of the three components of the Concentration in Manpower Development.

5.2 The Cognate Course Area

Within the 60 semester hour credit Concentration in Manpower Development each student is required to take a minimum of 24 credits chosen from a wide selection of upper division courses which are regularly offered within the university in subject areas of: economics, management, political science, psychology, sociology/anthropology or speech communication. Students must have previously taken prerequisite courses under the basic skills requirement such as:

ECN 169 Introduction to the Political Economics of Capitalization
MTH 121-122 Introductory Mathematics for the Social Sciences
PS 100 Introduction to American Politics
PSY 130 Introduction to Social Psychology or
PSY 146 Foundations of Psychology
SOC 100 Introduction to Sociology

Some of the departments which offer courses in the areas listed have offered or are designing certain courses specifically for the preparation of HRD-MD students. In addition, the Human Resources Development

Area faculty has designed a few courses not available elsewhere in the University which can be applied toward the cognate course requirement. These carry the "HRD" rubric.

Courses chosen for the cognate area must include the following.

1. A course which includes research and/or statistics such as:

   ECN 210 Statistical Methods for Social Sciences
   HRD 469 Seminar in Manpower Information Analysis
   PSY 252 Statistics and Research Design
   PSY 330 Research Methods in Social Psychology
   SOC 203 Social Statistics
   SOC 307 Methods of Social Research

2. A course which deals with social change such as:

   ECN 309 Metropolis: Problems and Policies
   ECN 368 Economics of Human Resources
   HRD 401 Organizational Analysis and Change Process
   PS 205 Politics of the Local Community
   SOC 205 Sociology of Social Problems
   SOC 341 Social Change
   SOC 370 Communities

3. An advanced course in psychology such as:

   PSY 241 Individual Differences
   PSY 246 Applied Psychology
   PSY 276 Psychology of Adolescence and Maturity
   PSY 350 Motivation
   PSY 430 Advanced Social Psychology

4. An advanced course in sociology such as:

   SOC 210 Social Contexts of Social Work
   SOC 231 Racial and Cultural Relations
   SOC 255 Industrial Sociology
   SOC 260 Urban Sociology
   SOC 355 Sociology of Occupations and Professions
   SOC 380 Sociology of Bureaucracy
   SOC 470 Field Studies in Sociology

5. A selection of other courses approved for the cognate area, including courses listed above to make a minimum of 24 semester hours credit. Examples of other courses which may be applied toward the cognate area or taken as electives are as follows:

   CIS 182-183 Introduction to Computer Programming
   ECN 169 Introduction to the Political Economics of Capitalism
   ECN 268 Manpower Economics

HRD 301 The Nature of Man
HRD 302 Ethical Studies of Personal Crisis
MGT 200 Introductory Financial Accounting
MGT 330-331 Organizational Behavior I-II
MGT 334 Human Development in Organizations
PS 110 Contemporary Political Issues
PS 251 Public Administration
PS 351 Public Budgeting

5.3 Basic Core, Internship and Specialization Course Areas

As a part of the Concentration in Manpower Development, each student is required to take a minimum of 24 to 28 semester hours credit from a selection of applied courses offered under the labels HI (Human Interaction) and HRD (Human Resources Development) plus an "Internship in Human Resources Development," 8 to 12 credits, for a total of 60 semester hours credit including the 24 to 28 credits in the cognate area.

The HI and HRD courses are those offered by the Human Resources Development Area faculty. They are interdisciplinary in nature and have been designed cooperatively with advice from key personnel in community agencies and governmental units who are engaged primarily in the planning and delivery of manpower programs and related human service activities.

1. Basic Core Course Requirements

A. A minimum of two of the following courses:

HI 261 Fundamentals of Human Interaction
HI 361 Techniques of the Helping Interview
HI 363 Dynamics of Human Relationships

(Note: Advanced students may substitute HI 461, HI 463, or HI 464.)

B. A minimum of two of the following courses:

HRD 362 Assessment of Youth and Adults
HRD 364 Career Development and Community Resources
HRD 366 Techniques of Human Resources Development
HRD 369 Field Work in Human Resources Development
HRD 469 Seminar in Human Resources Development

2. Internship Course Requirement

The following course is required in the Senior year. Students work an average of three days per week for one semester under supervision in an office and/or in field settings where they

have a final opportunity to apply what they have learned in activities which are likely to lead to employment (or advancement if they are currently employed).

HRD 490 Internship in Human Resources Development
(8 or 12 credits)

3. Specialization Courses to Complete the 60 Credit Concentration Requirement and Electives

Within the Bachelor's degree program there is an opportunity to select some courses which provide advanced preparation in certain skills areas and/or development of competencies for specialties or functions in manpower or human resources development, or additional preparation for work with special worker groups.

Following are a few examples of such courses:

A. Adult education and development of persons for placement in training and employment

ED 323 Education of the Spanish-Speaking in the U.S.
ED 364 Teaching in Manpower Education Programs
HRD 365 Student Resources Development
HRD 367 Employability Development Procedures
HRD 368 Job Development and Training

B. Civil rights and law

PHL 221 Theories of Justice, Power and Freedom
PS 241 Law and Politics
PS 342 American Legal System I: Principles and Processes
PS 343 American Legal System II: Constitutional Law and Civil Liberties
SOC 385 Sociology of the Courts

C. Corrections and criminal justice

SOC 320 Sociology of Crime and Punishment
SOC 325 Corrective and Rehabilitative Institutions
SOC 327 Police and Society
SOC 435 Juvenile Delinquency and Its Social Control

D. Family assistance and child care

ED 326 Early Childhood Program Operation
HI 464 Techniques of Consultation
PSY 271 Child Development
SOC 210 Social Contexts of Social Work
SOC 335 The Family

E. Human interaction and communications, advanced preparation

HI 461 Introduction to Counseling
HI 463 Group Procedures in Helping Relationships
HI 464 Techniques of Consultation
SCN 304 Oral and Written Communication in Organizations

F. Manpower program planning, administration, and evaluation

ECN 169 Introduction to the Political Economy of Capitalism
ECN 268 Manpower Economics
HRD 402 Human Services Delivery and Evaluation
HRD 469 Seminar in Manpower Information Analysis
MGT 334 Human Development in Organizations
PS 251 Public Administration

G. Mental health and substance abuse

HRD 331 Introduction to Community Mental Health
HRD 335 Problems of Drug Abuse and Alcoholism
HRD 469 Seminar in Drug Abuse

(Note: The Psychology Department offers related courses from time to time.)

H. Youth work and recreation

HRD 467 Workshop in HRD: Assisting Youth
PE 291 Recreation Programming and Leadership
PSY 273 Psychology of Adolescence and Youth
SOC 330 Sociology of Youth

I. Women studies

ECN 222 The Economic Status of Women
PSY 232 Psychology of Women
HRD 467 Workshop in Critical Issues in Women Employment
SOC 336 Sex Roles in Modern Society

J. The following two courses are offered each semester to provide an opportunity for students to receive instruction and develop skills in specialized areas of interest through independent study, research projects for community agencies or field experiences in approved work settings under supervision.

HRD 369 Field Experience in Human Resources Development (2, 4, 6, or 8 credits)

HRD 390 Special Project in Human Resources Development (2, 4, 6, or 8 credits)

5.4 New Course Development

The initial development of manpower courses at Oakland University has been at the undergraduate level. This is based in part upon the experience gained through the training of employment service personnel for the Michigan Employment Security Commission (MESC). The success of manpower programs can depend greatly upon the effectiveness of the hundreds of personnel who work to directly meet the needs of employment service and CETA clientele.

The course content emphasis at Oakland University has been on preparation for functions performed at the local level by personnel who plan and deliver manpower programs for unemployed, underemployed, disadvantaged, and certain groups such as, youth, women, veterans, older workers, and members of minority groups.

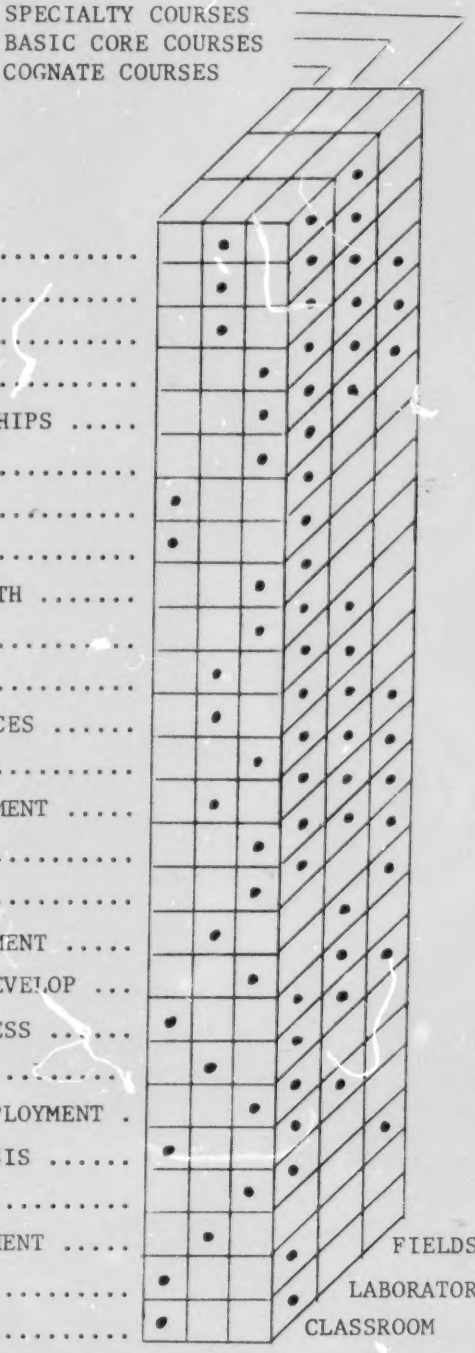
The level of courses is primarily at the third year (300) and fourth year (400) of college work. In Figure 3 are listed the new courses developed for the Human Resources Development - Manpower Development (HRD-MD) curriculum. Several were designed initially for MESC personnel training and in 1973 were revised and consolidated for the establishment of the B.S. in HRD degree. They were revised again in 1974 for the HRD-MD major and the MIC program and several other new courses were developed during 1975 and 1976. Appendix B includes current catalog descriptions of the courses.

Figure 3 illustrates how the new courses are classified in the B.S. in HRD as to the part of the Concentration in Manpower Development where they may be applied, such as, cognate, core, or specialty courses. Also, the various sites where instruction takes place are indicated, such as, classroom, laboratory (simulation), or field site.

The courses listed in Figure 3 do not include several courses which are normally selected by HRD-MD majors to meet the balance of the general education, cognate, or elective requirements in the HRD-MD curriculum because they are previously existing courses offered by various departments within the university which were initiated to serve other degree programs. Several of these other courses were listed on previous pages with the description of the B.S. in HRD degree. They are those with rubrics such as, ECN, ED, MGT, PS, PSY, and SOC.

FIGURE 3

NEW COURSES DEVELOPED FOR THE HUMAN RESOURCES DEVELOPMENT-
MANPOWER DEVELOPMENT CURRICULUM
1972 THROUGH 1975



HI 261 FUNDAMENTALS OF HUMAN INTERACTION .....
HI 361 TECHNIQUES OF THE HELPING INTERVIEW .....
HI 363 DYNAMICS OF HUMAN RELATIONSHIPS .....
HI 461 INTRODUCTION TO COUNSELING .....
HI 463 GROUP PROCEDURES IN HELPING RELATIONSHIPS .....
HI 464 TECHNIQUES OF CONSULTATION .....
HRD 301 THE NATURE OF MAN .....
HRD 302 ETHICAL STUDIES OF PERSONAL CRISIS .....
HRD 331 INTRODUCTION TO COMMUNITY MENTAL HEALTH .....
HRD 3[illegible] PROBLEMS OF DRUG ABUSE & ALCOHOLISM .....
HRD 362 ASSESSMENT OF YOUTH & ADULTS .....
HRD 364 CAREER DEVELOPMENT & COMMUNITY RESOURCES .....
HRD 365 STUDENT RESOURCES DEVELOPMENT .....
HRD 366 TECHNIQUES OF HUMAN RESOURCES DEVELOPMENT .....
HRD 367 EMPLOYABILITY DEVELOPMENT PROCEDURES .....
HRD 368 JOB DEVELOPMENT AND TRAINING .....
HRD 369 FIELD WORK IN HUMAN RESOURCES DEVELOPMENT .....
HRD 390 SPECIAL PROBLEMS IN HUMAN RESOURCES DEVELOP ...
HRD 401 ORGANIZATIONAL ANALYSIS & CHANGE PROCESS .....
HRD 402 HUMAN SERVICES DELIVERY & EVALUATION .....
HRD 467 WORKSHOP: CRITICAL ISSUES IN WOMEN EMPLOYMENT .
HRD 469 SEMINAR IN MANPOWER INFORMATION ANALYSIS .....
HRD 469 SEMINAR IN DRUG ABUSE .....
HRD 490 INTERNSHIP IN HUMAN RESOURCES DEVELOPMENT .....
MGT 334 HUMAN DEVELOPMENT IN ORGANIZATIONS .....
ECN 268 MANPOWER ECONOMICS .....

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PART 6

ENROLLMENT AND INFORMATION ABOUT STUDENTS

6.1 Enrollment in the HRD-MD Program

The head count enrollment in the Human Resources Development-Manpower Development major (HRD-MD) for each tri semester beginning with Fall 1973 through Winter 1976 is illustrated in Figure 4. Spring and Summer (SP-SU) are each seven and one-half week terms which comprise a third semester in addition to the traditional Fall and Winter semesters.

The HRD-MD degree program was first offered at Oakland University beginning in Fall 1973. By Winter 1974, seventy-one students had declared majors in the program. Enrollment trippled in Fall 1974 reaching 211 students at the time the MIG program was initiated. At the beginning of the third year in Fall 1975 285 HRD-MD majors were in attendance. At this writing 309 students are enrolled as majors during Winter 1976. Enrollments are given on the lower line of Figure 4.

In addition to students who have declared majors in HRD-MD many others were enrolled in the new Human Interaction (HI) and Human Resources Development (HRD) courses (described in Appendix B). Some were regular students majoring in other fields who selected some of the HRD program offerings as electives. Many other were employed persons who wished to pick up one or two courses to enhance their skills and competencies in areas such as interviewing, job development, career development, consultation, group procedures, problems in substance abuse, child care, and the general delivery of human services.

Table 1 gives the enrollment each semester for each of the HI and HRD courses developed for the HRD-MD program from Fall (FA) 1973 through Winter (WI) 1976. These data differ from those reported in Figure 4 because all students enrolled in HRD Area courses are included, not only HRD-MD majors.

Most of the HI and HRD courses can be taken as electives by non-HRD majors as long as prerequisites are met. Almost all course enrollments were for four (4) semester hours credit each.

In table 1 the total course registrations are given for each tri semester and each course. The right hand column gives a conversion of total enrollments to total semester hours credit. To obtain credits, course enrollment totals were multiplied by 4 except HRD 369 and HRD 390, which can be taken for 2 or 4 credits, were multiplied by 3.40, and except the course enrollment total for HRD 490, which is taken for either 8 or 12 credits, was multiplied by 9.33.

FIGURE 4

HEAD COUNT ENROLLMENT IN THE

HUMAN RESOURCES-MANPOWER DEVELOPMENT MAJOR (HRD-MD)

BY TRI-SEMESTERS FROM FALL 1973 THROUGH WINTER 1976

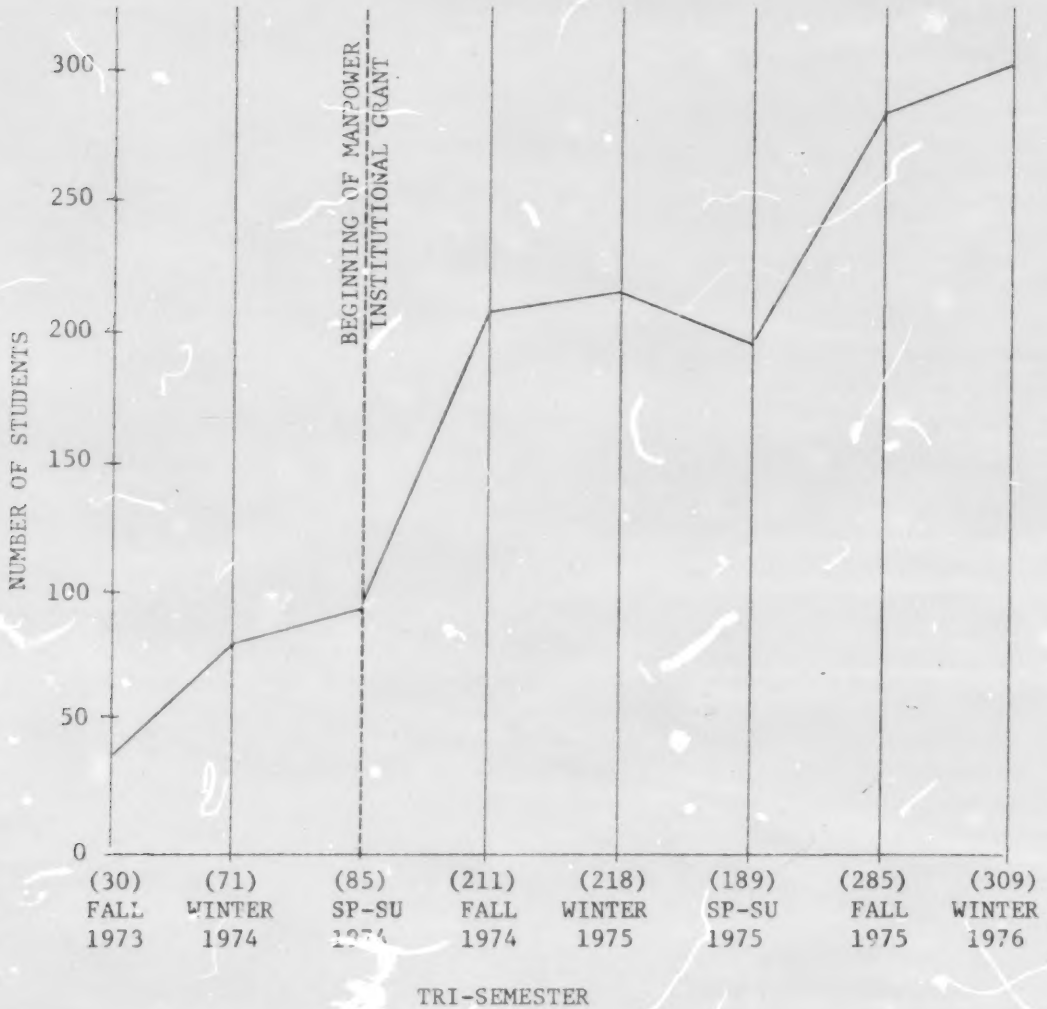

TABLE 1

ENROLLMENT IN HI AND HRD COURSES

BY ALL STUDENTS FROM FALL 1973 - WINTER 1976

COURSE NUMBER	NUMBER OF COURSE ENROLLMENTS								COURSE TOTAL	TOTAL SEM. HR. CREDIT
	FA 1973	WI 1974	SP-SU 1974	FA 1974	WI 1975	SP-SU 1975	FA 1975	WI 1976		
HI 261	89	104	41	108	119	15	107	75	658	2632
HI 361	19	29	20	53	68	15	49	24	277	1108
HI 363	71	61	42	80	55	43	56	54	422	1688
HI 461			17	2	51	25	21	21	137	548
HI 463			19	19	14	13	28	17	110	440
HI 464					14				14	56
SUB TOTAL	139	194	139	262	321	111	261	191	1618	6472
HRD 301				48	35		35	34	152	608
HRD 302					35		44	39	118	472
HRD 331							57	36	93	372
HRD 335	35	39	25	19	43		29	50	240	960
HRD 362	18		14	34	33	27	40	34	200	800
HRD 364		35		8	77		48	56	224	896
HRD 365				10					10	40
HRD 366			81			85			166	664
HRD 368				34			39		73	292
HRD 369	7	11		23	20	10	28	21	120	408*
HRD 390	8	9	21	16	17		21	25	117	398*
HRD 401				21	11	8			40	160
HRD 402								28	28	112
HRD 467					7	21		26	54	216
HRD 469				17	10	17		16	60	240
HRD 490	1	3	9	15	22	22	17	39	128	1194@
SUB TOTAL	69	97	150	245	310	190	358	404	1823	7832
TOTAL	208	291	289	507	631	301	619	595	3441	14304

Note: All enrollments are for 4 semester hours credit except as follows:

* HRD 369 and HRD 390 enrollments average 3.40 credits each instead of 4 because enrollment for 2 credits is also available.

@ HRD 490 enrollments are 9.33 credits on the average because students register for either 8 or 12 credits.

The total course enrollment in the new HI and HRD courses over the 2 2/3 years (8 semesters) was 3441. This represents a total of 14,304 credits which were delivered by the HRD Area faculty. Class sections had an average of 31 students (or 124 credits) each.

Table 1 shows that the academic year (FA and WI) enrollment totals more than doubled from the first (1973-74) to second (1974-75) year. This is because the program became known, students enrolled, and the faculty was doubled in part by employing part-time faculty.

The enrollment totals for the 1975-76 academic year (619 + 595 = 1214) only increased 6.7% over 1974-75 (507 + 631 = 1138) because the number of class sections which were offered stayed about the same in number even though salary funds were increased. The faculty was increased in terms of regular appointments and reduced in part-time appointments resulting in a higher cost per section.

The SP-SU 1975 enrollment (289) did not double over SP-SU 1974, as did the academic year enrollment. It stayed about the same (301) because the faculty in SP-SU 1975 was not increased as it was during the academic year semesters. This was the result of an administrative decision and not a lack of interest on the part of students.

Data is not recorded on the number of students who would enroll in particular courses if availability were increased. However, it is important to report herein that during each recent registration period over 200 students have asked for advise for alternate choices because HI or HRD courses which they preferred to take were full and closed.

Therefore, enrollments could have been higher if more funds for faculty had been available. Lack of increases in higher education funds were a major influence in restricting additional growth of the program, it appears.

6.2 Characteristics of HRD-MD Majors

The students who have declared a major in human resources development with a concentration in manpower development (HRD-MD), as a group are significantly different in certain characteristics from the total undergraduate student body. Table 2 shows these differences through a comparison of the number and percentage of all students with HRD-MD majors in several categories.

The head count enrollment data given in Table 2 was obtained during the middle of the Fall 1975 semester and during the middle of the Winter 1976 semester. (This explains the differences with data shown in Table 4 which represents end-of-semester counts except for Winter 1976 which is a beginning semester count.) The student group characteristics where the greatest differences in percentage exist between all undergraduates and HRD-MD majors are listed in the upper portion of Table 2.

TABLE 2

UNDERGRADUATE HEADCOUNT ENROLLMENT FALL 1975 AND WINTER 1976
IN SELECTED CATEGORIES FOR ALL STUDENTS AND
HRD-MANPOWER DEVELOPMENT MAJORS

CATEGORIES	FALL 1975				WINTER 1976			
	ALL STUDENTS		HRD-MANPOWER		ALL STUDENTS		HRD-MANPOWER	
	No.	%	No.	%	No.	%	No.	%
TOTAL UNDERGRADUATES	7568	100	265	100	7187	100	315	100
ADMITTED FROM HIGH SCHOOL	3830	51	50	19	3519	49	50	16
TRANSFERRED FROM ANOTHER COLLEGE	2686	49	215	81	3668	51	265	84
AGE 22 YEARS OR LESS	4825	64	88	33	4038	56	71	22
AGE 23-30 YEARS	1673	22	82	31	2052	28	112	36
AGE 31 OR MORE	1070	14	95	36	1136	16	132	42
MALE	3676	49	66	25	3557	49	68	22
FEMALE	3892	51	199	75	3669	51	247	78
DAY AND MIXED DAY AND EVENING	6375	84	163	62	6012	83	178	56
EVENING CLASSES ONLY	869	11	75	28	735	10	88	28
OFF-CAMPUS CLASSES ONLY	123	2	18	7	279	4	43	14
NON-CREDIT	201	3	9	3	200	3	6	2
MARRIED	1818	24	112	43	1836	25	149	47
SINGLE	5745	76	151	57	5390	75	166	53
PART TIME, 11 OR LESS CREDITS	2412	32	119	45	2453	34	158	50
FULL TIME, 12 OR MORE CREDITS	5156	68	146	55	4773	66	157	50
REGULAR ADMISSION	7042	93	262	99	6770	94	304	97
NON-MATRICULATED OR OTHER	526	7	3	1	456	6	11	3

Enrollment numbers were supplied by Oakland University Office of Instructional Research.

NOTE: These enrollment counts were obtained during the middle of the Fall and Winter Semesters. Additional changes result in an increase in HRD-MD enrollment by the end of each semester.

While about 50% of all undergraduates are admitted from high school, less than 20% of HRD-MD majors are admitted from high school. Over 80% of the HRD-MD majors transferred from other colleges. Most are transfers from community colleges.

Age differences are also significant. An average (between the two semesters, 64 and 56%) of 60% of all undergraduates are 22 years old or less, however, an average of 28% (33 and 22%) of the HRD-MD majors are in this age group. An average of 39% of HRD-MD majors are 31 years old or more compared with 15% of all students. The percentage of the 23-30 year old group is slightly higher for HRD-MD majors.

Over three out of four HRD-MD majors are women while undergraduate men and women are divided equally (49-51%). The HRD-MD program has attracted many "returning women", those who have not attended college for several years.

There is a higher percentage of students in the HRD-MD major who take only evening classes or late afternoon and evening classes as compared to the percentage of all undergraduates. This is as expected since approximately 40% of HRD-MD students are employed. The employment status of all undergraduates is not kept in university records so this data is not available for comparison with all students.

Nearly one-half of HRD-MD majors are married as compared to one-fourth of all undergraduates, and about one-half of HRD-MD majors are part-time students as compared to one-third of undergraduates. A part-time student is one who is enrolled for 11 or less semester hours credit.

It is of interest to higher education curriculum planners to study the head count enrollment changes which occurred between the Fall 1975 and Winter 1976 semesters. Table 2.1 is an extension of Table 2. The same enrollment counts are given only here the differences which occurred between semesters have been calculated and are followed by the percentage of increase or decrease which occurred from Fall to Winter.

In Winter 1976 the head count number of all undergraduates dropped 381 students, which is 5% less than the Fall 1975 enrollment of 7568. During this same period of time the number of HRD-MD majors increased 50, or 19%, and there was also a net increase of 50 students who transferred from another college.

Further study of Table 2.1 shows that the greatest net decrease in the university was in the age group 22 years or less (787). This was offset by a 23% increase of students in the 23-30 year age group (379) and of students who were 31 years old or more (66).

The decrease in the number of female undergraduates (223) was almost twice that of males (115) within the university while almost all (48) of the net increase in HRD-MD majors were female students.

TABLE 2.1

DIFFERENCE BETWEEN FALL 1975 AND WINTER 1976
UNDERGRADUATE HEADCOUNT ENROLLMENT IN SELECTED CATEGORIES
FOR ALL STUDENTS AND HRD-MANPOWER MAJORS

CATEGORIES	NUMBER OF ALL STUDENTS			%	NUMBER OF HRD-MD STUDENTS			%
	FALL 1975	WINTER 1976	DIFF.	INCR. DECR.	FALL 1975	WINTER 1976	DIFF.	INCR. DECR.
TOTAL UNDERGRADUATES	7568	7187	-381	-5	265	315	50	19
ADMITTED FROM HIGH SCHOOL	3830	3519	-311	-8	50	50	0	0
TRANSFERRED FROM ANOTHER COLLEGE	3686	3668	-18	0	215	265	50	23
AGE 22 YEARS OR LESS	4825	4038	-787	-16	88	71	-17	-19
AGE 23-30 YEARS	1673	2052	379	23	82	112	30	37
AGE 31 OR MORE	1070	1136	66	6	95	132	37	39
MALE	3676	3557	-119	-3	66	68	2	3
FEMALE	3892	3669	-223	-6	199	247	48	24
DAY AND MIXED DAY AND EVENING	6375	6012	-363	-6	163	178	15	9
EVENING CLASSES ONLY	869	735	-134	-15	75	88	13	17
OFF-CAMPUS CLASSES ONLY	123	279	156	127	18	43	25	139
NON-CREDIT	201	200	-1	-0	9	6	-3	-33
MARRIED	1818	1836	18	1	112	149	37	33
SINGLE	5745	5390	-355	16	151	166	15	10
PART TIME, 11 OR LESS CREDITS	2412	2453	41	2	119	158	39	33
FULL TIME, 12 OR MORE CREDITS	5156	4773	-383	-7	146	157	11	8
REGULAR ADMISSION	7042	6770	-272	-4	262	304	42	16
NON-MATRICULATED OR OTHER	526	456	-70	-13	3	11	8	266

Enrollment numbers supplied by Oakland University Office of Institutional Research.

Note: These enrollment counts were obtained during the middle of the Fall and Winter semesters.

It appears that during Winter 1976 most of the new HRD-MD program students were women transfers from other colleges with an average age of 30 attending part-time, the "returning women" group. Many who decide to return first take community college courses and when they find success develop courage to enroll in the university.

The development of skills and knowledge for the delivery of human services appears to appeal to many women who wish to serve the community and their families. The HRD program is an alternate choice for some who have at one time entered teacher education.

6.3 Period of Enrollment

It is of interest to note the period of time HRD-MD majors are enrolled in the program, based upon their initial entrance. Table 3 provides this type of enrollment data. The left column shows the total number of students who were enrolled in the university on campus and off campus who had declared a major in Human Resources Development with a Concentration in Manpower Development (HRD-MD) each semester, Fall 1973 through Winter 1976.

The balance of the table is a matrix. The number at the top of each column gives the number of students who entered the HRD-MD major for the first time. The numbers below give the number of cohorts (students who entered the program together) who returned during each semester which is listed on the left side of each row. For example, 144 students enrolled for the first time during Fall 1974. Of these, 144 returned in Winter 1975, 54 returned in Spring 1975, 18 in Summer 1975, and 75, or about one-half of the original group, in Fall 1975.

The numbers given in each row show how many students are enrolled during the term indicated on the left, who first enrolled in the HRD-MD major during the terms shown above each column. For example, of the 211 students enrolled during Fall 1974, 14 had returned from those who enrolled for the first time during Fall 1973, 31 from Winter 1974, etc.

During Fall 1975, the beginning of the third year of the existence of the HRD-MD program, the number of new entrants (144) is the same as the previous Fall, 1974. The number of these who returned for the 1974 and 1975 Winter semesters (114 and 116) is about the same. This information will provide a basis for future planning.

The total number of students who enrolled as HRD-MD majors from Fall 1973 through Winter 1976 (three academic years plus two spring-summers) is 535. This total is the sum of the numbers of new entrants each semester (See Table 3, top number in each column). During this same period of time 64 have graduated, 36 have changed to other majors, and 88 are considered to be inactive because they have not enrolled during the past two semesters. This leaves a total of 347 who are considered to be currently active as majors in the HRD-MD program. Of these, 309 are registered during the Winter 1976 semester, based on early reports.

TABLE 3

HEADCOUNT ENROLLMENT OF
HUMAN RESOURCES-MANPOWER DEVELOPMENT
STUDENTS WITHIN THE UNIVERSITY
AND COHORT* ANALYSIS BY SEMESTER FALL 1973 THRU WINTER 1976

NUMBER ENROLLED BY SEMESTER

	TOTAL STUDENTS ENROLLED	SEMESTER OF INITIAL ENTRANCE									
		FA 73	WI 74	SP 74	SU 74	FA 74	WI 75	SP 75	SU 75	FA 75	WI 76
FALL 1973	30	30									
WINTER 1974	71	20	51								
SPRING 1974	52	9	22	21							
SUMMER 1974	33	4	14	9	6						
FALL 1974	211	14	31	17	5	144					
WINTER 1975	218	14	27	12	4	114	47				
SPRING 1975	128	9	17	6	3	54	17	22			
SUMMER 1975	61	3	9	7	1	18	7	6	10		
FALL 1975	285	9	16	6	2	75	28	17	8	144	
WINTER 1976# (incomplete)	309	7	10	5	1	67	20	16	7	116	60

* Cohorts are a group of students who entered the HRD-MD major for the first time during the same semester. Each column represents a cohort group with the original number given at the top. Each row shows the enrollment for each semester and gives the number who remained from each cohort group.

Winter 1976 data represents counts obtained during the semester rather than at the end.

Data compiled by O.U., Computer Services, Manager of Information Services

6.4 Course Work Taken by HRD-MD Majors

The distribution of course enrollments by HRD-MD majors in various subject categories is reported in Table 4. This covers the total number of courses taken by HRD-MD majors in each subject category from Fall 1973 through Fall 1975.. Course enrollments have been converted to semester hours credit from which the percentages of credit hours have been derived as shown in the right hand column of Table 4.

It is important to interpret these data with the fact in mind that this distribution does not include credit students have earned previously at other colleges. Over one-half of the students in this group have taken only the last two years of course work at Oakland University which they need to meet degree requirements.

The data in Table 4 reflects the B.S. in HRD degree requirements, to the extent is expected when it is understood that part of the general education and cognate course work was taken elsewhere.

The HRD-MD majors took 24.2% of their remaining course work in HRD courses, 16.6% in HI courses, 10.7% in Psychology, 8.7% in Sociology and Anthropology, 7.3% in English and Communication Skills, 7.1% in History and related studies, as shown in Table 4. As a group, they took 4% or less of their course work in other subject categories.

Table 5 shows the total credits earned by HRD-MD majors who were enrolled one semester or more during a full year, Summer 1974 through Spring 1975. Lower division students are those who have earned 59 credits or less. Upper division students are those who have earned 60 credits or more. It is of interest to note that 32% of the total credits were taken by lower division students and 68% of the credits were taken by upper division students.

Courses numbered 100 and 200 are considered introductory. Courses numbered 300 and 400 are more advanced and normally require certain prerequisites or upper division class standing. However, second year (Sophomore) students are frequently permitted to take 300 level courses. Also some departments have courses numbered in the 200s which are commonly taken by upper division students. This is reflected in Table 5.

A full year equivalent student (FYES) at Oakland University takes 31 credits. Therefore, FYES can be obtained by dividing credits earned by 31. The 5516 total credits earned by the students who were HRD-MD majors during the 1974-75 tri-semester equals 178 full-time-equivalent students.

6.5 Employment Status of Students

A survey was conducted during November 1975 in all classes which have an HI or HRD rubric. Students were asked if they were currently

TABLE 4

SUMMARY OF ENROLLMENT AT OAKLAND UNIVERSITY IN VARIOUS SUBJECT CATEGORIES BY HRD-MD MAJORS FROM FALL 1973 THROUGH FALL 1975

(NOT INCLUDING LOWER DIVISION CREDITS TAKEN ELSEWHERE)

SUBJECT CATEGORY	NUMBER OF COURSE ENROLLMENTS	SEMESTER HOURS CREDIT	PERCENTAGE OF CREDIT HOURS
Human Resources Development	882	3,789*	24.2
Human Interaction	649	2,596	16.6
Education	161	644	4.1
Physical Education	57	228	1.4
SUB TOTAL-SCHOOL OF EDUCATION	1,749	7,257	46.3
Psychology	419	1,676	10.7
Sociology/Anthropology	341	1,364	8.7
English & Communication Skills	286	1,144	7.3
History, Area Studies Philosophy	278	1,112	7.1
Symbolic Systems (Math, Comp. Sci., Languages, Linguistics)	157	628	4.0
Applied Social Sciences (Inner Colleges)	148	592	3.8
Economics, Management, and Political Science (Public Administration)	142	568	3.6
Arts	142	568	3.6
Natural Science	102	408	2.6
Other General Education	89	356	2.3
SUB TOTAL-GENERAL EDUCATION AND COGNATE COURSE WORK	2,104	8,416	53.7
TOTAL	3,853	15,673	100.00

Note: All courses are offered for 4 semester hours credit each except there are some differences under HRD. The average HRD course enrollment is for 4.296 credits.

* 882 X 4.296 = 3789

Data from O.U. Information Services

TABLE 5

LEVEL OF COURSE WORK
TAKEN BY HRD-MD MAJORS
DURING THE 1974-75 TRI-SEMESTER YEAR

STUDENT LEVEL	LOWER DIVISION Freshmen & Sophomores		UPPER DIVISION Juniors & Seniors		ALL
COURSE LEVEL	CREDITS	PERCENTAGE	CREDITS	PERCENTAGE	CREDITS
INTRODUCTORY COURSES (100 and 200 level)	1,115	51	1,070	49	2,185
ADVANCED COURSES (300 and 400 level)	659	20	2,672	80	3,331
TOTAL ALL LEVELS	1,774	32	3,742	68	5,516

Data supplied by Oakland University Office of Institutional Research.

employed in a position related to the HRD-MD program. Also, they were asked if they were previously employed in a related position, or were currently working on the staff of a manpower-related agency as a volunteer.

Table 6 shows a summary of the employment status of students enrolled in HI and HRD classes, as of November, 1975, based upon 80% of the total student enrollment. Approximately one-half (49%) of the enrolled students are currently employed in HRD program related work or are working as a volunteer staff member in an agency related to the HRD program. About one-fourth (21%) are in paid positions and about one-fourth (27%) are volunteers.

6.6 Follow-Up Study of HRD-MD Graduates

Between Fall 1973 and Summer 1975 fifty (50) students have earned the Bachelor of Science in Human Resources Development with a Concentration in Manpower Development. During November 1975 a brief questionnaire was mailed to the last known address of 49 HRD-MD graduates. One is deceased. After a few weeks a second mailing was sent to those who had not responded. In January and February 1976 the telephone was used to reach those who had still not responded. All but two (4%) were reached.

Table 7 shows a summary of the follow-up study. A total of 26 (53%) have enrolled in further education; of these 23 were engaged in graduate study or had completed Master's degrees. The other 3 had enrolled in other forms of adult and continuing education.

Ten are enrolled in the Youth and Adult Counseling and Guidance M.A. degree at Oakland University. Six are enrolled in Master of Social Work programs at Wayne State University (3), University of Michigan (2), and Michigan State University (1). Three are enrolled in Master of Education degree programs, two are in Vocational Rehabilitation programs, one is a Law student, and one is a Divinity student.

A total of 33 (67%) graduates are employed. Some of these are also continuing their education. Only five (10%) are not employed or not continuing their education. Of these, two stated that they are not seeking employment and have turned down job offers. Two stated that they are seeking work and have had a difficult time in finding openings. One of these stated that her HRD degree was an asset in obtaining job interviews.

In the employed group, 29 have positions related to the HRD degree. The other four are working in offices or sales work, one is an opthalmologist's assistant, and one is working as a waitress in a community where her husband is stationed in the service. Following is a list of the positions related to the degree.

TABLE 6

EMPLOYMENT STATUS OF STUDENTS
ENROLLED IN HI AND HRD
CLASS SECTIONS
DURING FALL 1975

EMPLOYMENT STATUS	NUMBER	PERCENTAGE
Currently employed in work related to the HRD-MD Major	61	21
Current volunteer staff member in an agency related to the HRD-MD major (some also previously employed)	76	27
SUBTOTAL-AGENCY STAFF	137	48
Not employed, not volunteer, not previously employed in HRD-MD related work	146	52
TOTAL	283	100

NOTE: Percentages are based upon 283 cases out of a potential 353 individuals. It is assumed that percentages for the total group would be the same as those reported above.

TABLE 7

RESULTS OF FOLLOW-UP STUDY OF THE
GRADUATES OF THE HRD-MD PROGRAM FROM
FALL 1973 THROUGH SUMMER 1975

NUMBER AND PERCENTAGE* OF GRADUATES

CURRENTLY EMPLOYED	FURTHER EDUCATION				TOTAL	
	Enrolled		Not Enrolled			
	No.	%	No.	%	No.	%
FULL TIME (30 hrs. or more)	8	16	14	29	22	45
PART TIME (less than 30 hrs.)	9	18	2	4	11	22
NOT EMPLOYED	9	18	5	10	14	29
TOTAL RESPONSES	26	53	21	43	47	96
NO RESPONSE					2	4
TOTAL GRADS#					49	100

* Percentages are based upon the number of 49 graduates

Plus one deceased, not calculated in percentages.

Study conducted by Manpower Institutional Grant, Research Assistant

Michigan Employment Security Commission

1 - District Equal Employment Opportunity Officer (Civil Rights)
1 - Employment Security Executive 08
1 - WIN Program Orientation Group Leader and Interviewer

City of Warren, Michigan

1 - Manpower Counselor

State of Michigan

1 - Institution Social Worker (Mental Health)

Wayne County, Michigan

1 - Social Worker (RICCOD)
1 - Supervisor, After Care Program (Family & Neighborhood Services)

Oakland County Probate Court, Juvenile Division

1 - Caseworker

Detroit Visiting Nurse Association

1 - Social Worker

Oakland University

4 - Graduate Assistants
1 - Career Opportunity Program Director
1 - Teacher Corps (paid intern)

Pontiac Public Schools

1 - Career Advisor (Alternative Education Program)
1 - Support Services Coordinator
1 - Community Liaison Worker

Chrysler Corporation

1 - Career Advisor

Snelling and Snelling Personnel (Employment Agency)

1 - Employment Counselor

United Methodist Church

1 - Youth Director

Boy's Clubs of America, Dearborn

1 - Social Recreation Director (counselor)

Woodside Medical Center, Pontiac

1 - Counselor (alcoholics)

Greensboro Drug Action Council (N.C.)

1 - Staff and Career Development Specialist

Macomb County Crisis Center

1 - Crisis Intervention Specialist (Social Worker)

Sinai Hospital of Detroit

1 - Mental Health Technician

Threshold - Center for Drug Studies and Community Mental Health

1 - Counselor

R.O.O.C. Workshop

1 - Evaluator (Vocational assessment of handicapped)

Samolona Clinic

1 - Group Facilitator (Sex Therapy)

PART 7

OTHER INFORMATION: PUBLICATIONS, FACULTY,

EVALUATION, CURRENT DEVELOPMENT

7.1 Curriculum Publications

The content of six new or revised courses developed in 1974 through 1975 under the Manpower Institutional Grant (MIG) program is fully described in the following monographs which were published, June 1975. Monograph number, course number, course title, and the name of the faculty member who taught the pilot offering of each course and who served as author of the monograph under the specifications of the MIG program are given.

1. HRD 368 Job Development and Training, by Janice M. Guerriero
2. HRD 402 Human Services Delivery and Evaluation, by David P. Meyer
3. HRD 364 Career Development and Community Resources, by John W. Atlas
4. MGT 334 Human Development in Organizations, by Richard M. Steers
5. HRD 469 Seminar in Drug Abuse, by Mary L. Otto
6. HI 464 Techniques of Consultation, by JoAnne H. Minor

Copies of the above publications are available from ERIC/CAPS, School of Education, University of Michigan, Ann Arbor, Michigan 48109. Libraries throughout the nation who have ERIC microfiche are also a source. Additional monographs which describe course content and related training for manpower employees are scheduled for publication in July, 1976. Following is a tentative list of what is planned.

7. Supervisor Training: A Comprehensive Training Program for Manpower Development Supervisors, by Billy J. Minor
8. Higher Education for Manpower Program Personnel: Development and Design of the Program at Oakland University, by William F. Moorhouse
9. HRD 467 Critical Issues in Women Employment, by Janice M. Guerriero
10. ECN 268 Manpower Economics, by Nancy Barry
11. HRD 469 Manpower Information Analysis, by Edward Slawski

It is important to note while reviewing the monographs that each of the full-semester courses is divided into several instruction modules which each incorporate three dimensions, as follows:

a. topic areas
b. competencies within topic areas
c. time utilization

Short-term training sessions of one to two day duration can be designed from a module in most cases for situations where the full course series of modules is not currently desired or feasible.

7.2 Faculty Involved

It is the dedication and creative talent of the faculty which has made the new HRD program possible. Following is a list of the regular faculty members and the main new courses which they have taught and/or developed and their administrative assignments.

Dr. John Atlas, Chairman and Assistant Professor, HRD Area
HRD 364 Career Development and Community Resources
HRD 369, HRD 390, and HRD 490 Field Work, Projects, and Internships

Dr. Nancy Barry, Assistant Professor, Economics and Management
ECN 268 Manpower Economics

Ms. Janice Guerriero, Coordinator of Curriculum Planning for MIG Program and Instructor, HRD Area
HRD 368 Job Development and Training
HRD 467 Workshop in Critical Issues in Women Employment
HI 461 Introduction to Counseling

Mr. William Jorns, Systems Development Specialist for MIG Program, Director of Field Services, Administrative Assistant to Dean
Process Consultation Training

Dr. David Meyer, Coordinator of Research and Development for MIG Program and Assistant Professor, HRD Area
HRD 402 Human Services Delivery and Evaluation
HRD 368 Job Development and Training
HRD 362 Assessment of Youth and Adults

Dr. Billy Minor, Assistant Professor, HRD Area
Supervisor Training: Comprehensive Training Program for Manpower Supervisors
HRD 490 Internship in HRD

Dr. JoAnne Minor, Assistant Professor, HRD Area
HI 464 Techniques of Consultation
HRD 364 Career Development and Community Resources

Dr. William Moorhouse, Associate Professor, HRD Area, formerly Chairman HRD Area and Director MIG Program
HRD 362 Assessment of Youth and Adults
HRD 467 Workshop in Study of Human Services

Dr. Mary Otto, Chairperson, Guidance Area, 1975-76
HRD 469 Seminar in Substance Abuse
Process Consultation Training

Ms. Sallyann Poinsett, Visiting Assistant Professor, HRD Area
HI 261 Fundamentals of Human Interaction
HI 363 Dynamics of Human Relationships in Work Settings
HI 463 Group Procedures in Helping Relationships

Dr. James Schmidt, Assistant Professor, HRD Area, formerly Director MESC Institute
HI 361 Techniques of the Helping Interview

Mr. Edward Slawski, Visiting Instructor, HRD Area
HRD 469 Seminar in Manpower Information Analysis

Dr. David Smith, Director MIG Program and Assistant Professor, HRD Area
HI 261 Fundamentals of Human Interaction
Process Consultation Training

Dr. Alan Weinstein, Associate Professor, Economics and Management
MGT 334 Human Development in Organizations

7.3 Evaluation and Progress Reports

The MIG program has been evaluated through two site visitations by a member of the National Manpower Policy Task Force, Dr. Fred Harbison, Professor of Economics, Princeton University, who serves as a consultant for the USDL Office of Research and Development. He has made suggestions and recommendations concerning the further development of the HRD-MD curricula and MIG program activities in the reports he submitted in April, 1975 [14] and in December, 1975. [15]

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[14] Harbison, Frederick H., Member, National Manpower Policy Task Force, "Report on Visit to Oakland University-Manpower Development Higher Education System Project." Submitted to: Office of Research and Development, Manpower Administration, U.S. Department of Labor, April 2, 1975.

[15] Harbison, Frederick H. "Report on Second Visit to Oakland University-Manpower Development Higher Education System Project." Submitted to: Office of Research and Development, Employment and Training Administration, U.S. Department of Labor, December 16, 1975.

Progress reports, prepared in February [16] and December, [17] 1975, which describe the MIG program in detail have been submitted to the USDL. Proposals for the continuation of the MIG program were also submitted in February [18] and December, [19] 1975. In March 1976 notification was received that the Oakland Manpower Institutional Grant has been extended for the 1976-77 fiscal year, the third year of the planned four-year program.

7.4 Curriculum Development Areas for 1976-77

During the third year of the Manpower Institutional Grant, the staff will emphasize development of instructional modules which can be tailored to the needs of manpower personnel at several levels, as well as offered on a regular basis to University students through the HRD curriculum. Certain of these modules will be field tested and delivered to selected audiences of manpower planners and deliverers.

The following list builds upon and complements previous curriculum development efforts while attempting to respond to staff training needs expressed by manpower practitioners. Thus, there is an increased stress upon modules relating to the needs of program planners and managers in addition to staff who work at the direct client service level.

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[16] Moorhouse, Wm. F. (Director), "Manpower Development Higher Education System: A Manpower Institutional Grant Project--Progress Report," Rochester, Michigan: Oakland University, February 28, 1975.

[17] Moorhouse, Wm. F. (Director), "Manpower Development Higher Education System: A Manpower Institutional Grant Project--Second Progress Report," Rochester, Michigan: Oakland University, December 15, 1975.

[18] Moorhouse, Wm. F. (Director), "Proposal for Extension of the Manpower Institutional Grant: Manpower Development Higher Education System," Rochester, Michigan: Oakland University, March 6, 1975.

[19] Smith, David G. (Director), "Proposal for the Third Year of the Manpower Institutional Grant: Manpower Development Higher Education System," Rochester, Michigan: Oakland University, December 15, 1975.

1. Consultation as a Strategy for Manpower Managers.
Explores the general concept of process consultation as a means of assisting Prime Sponsors and subcontractors. Provides instruction, discussion and exercises in the "consultant" role. Defines specific entry level competencies and strategies for immediate application.

2. Goal Setting, Needs Analysis and Problem Identification.
Studies methods of establishing goals, of researching needs and clarifying problems in the planning and delivery of manpower services. Examines consensual goal setting techniques; reviews survey, critical incident and statistical approaches to process of identifying needs and problems.

3. Problem Solving and Decision Making.
This module focuses upon management action: risks, payoffs, and methods of moving people and programs toward goals. Builds upon skills imported in two previous modules.

4. Manpower Program Evaluation.
Focuses on methods of evaluating process and outcome in manpower programs, using case histories and models derived from experience over the past decade. Considers self assessment approaches, program monitoring and feedback mechanisms in the evaluation function.

5. Management Information Systems.
Studies management information in general, and applies information processing principles to manpower settings. Subjects for examination: improving the collection of information, distribution methods and classification of information for management purposes.

6. National Manpower Policy.
Takes a long range view of U.S. Manpower policies over the years. Seeks to draw general trends from a welter of laws, policies and practices extending back over half a century. Compares the United States' experience with that of other industrialized nations.

7. The American Labor Force.
A careful look at the changing face of our work force: participation rates, occupational trends, employment practices and industry trends are surveyed. Selected SMSA's may be studied, depending upon audience.

8. Women in the Labor Market.
This module considers the peculiar problems of women in the employment arena. The occupational-industrial distribution, compensation, personnel practices and working careers of women are studied. Provides training in awareness and alleviation of discrimination and provision of manpower services for women.

9. Equal Employment Opportunity.
Studies legislation and practice in the area of equal employment opportunity and affirmative action. Focuses especially upon racial and ethnic minorities in the labor force. Evaluates manpower program design and performance with respect to these groups.

10. Welfare and Manpower Programs.
Considers the efforts of manpower programs in behalf of welfare recipients, with special emphasis upon the WIN program. Looks at legal, practical and research issues in connection with the problem of assisting welfare recipients to achieve economic independence.

11. Improving Placement Performance.
An in-depth examination and critique of job placement preparation strategies: industry job creation, government subsidized jobs, OJT, institutional training are study topics. Designed to give job developers skills in potential work site identification, in matching volunteers to work sites and in effective communication with prospective employers.

12. Analysis of Local Community Manpower Needs.
Describes data sources and methods of surveying needs of communities and service recipients. Considers both available data and the creation of new information through survey methods.

13. Managing Manpower Programs for Results.
A workshop in general management principles for program executives. Designed around such concepts as MBO, the managerial cycle and systems analysis, this seminar is aimed at providing a basic philosophical and operational framework for manpower managers.

14. Politics in Manpower Planning.
An examination of the political issues relating to manpower and the means of utilizing these considerations in program development and execution. Emphasizes political awareness, dealing with manpower councils and the use of power.

15. Utilization of Citizen's Advisory Groups.
Centers upon involvement and effective use of community groups such as unions, business organizations and ethnic associations in support of manpower programs. Considers the role of such groups in both planning and implementing programs.

7.5 Career Opportunities in Manpower Development

Due to the current extreme human development needs of our society, skilled personnel are needed at several levels of competency to design and deliver programs which help people to become self-supporting and more useful to society. Manpower Development program graduates at Oakland University are prepared for a wide range of human service functions.

Several hundred new jobs were created as a result of the Comprehensive Employment and Training Act of 1973 (CETA). Many of these positions require personnel who are skilled in areas of public service, job development, and related placement services. The work relates to developmental assistance for unemployed, underemployed, veterans, youth, women, older workers, and members of minority groups.

Manpower program planning, operation, and evaluation is now conducted by staff members in city and county governmental units rather than only state, regional, and federal levels. This is in part the result of the new concepts in federal revenue sharing and accountability which requires local needs assessment, local program design, and evaluation of performance objectives. Social programs need staff members who can demonstrate need, write proposals for funding, and can deliver the programs with a high degree of effectiveness.

Positions in civil service and community non-profit agencies and some jobs in business and industry are available in areas of human resources development work such as: correction of offenders, employment security, mental health and substance abuse, social welfare, and vocational rehabilitation. However, some human service positions require a major or a degree in public administration, psychology, social work, sociology, political science, law, nursing, teaching, etc.

Experience is the main key to advancement in manpower development related work. One can usually not qualify to take examinations for many civil service positions until a certain number of months or years of work have been completed in lower level classifications. Government positions which are appointed by mayors or county elected officials are sometimes available for the administration of manpower programs, however, they are subject to less security and permanency than are civil service jobs.

7.6 Costs

The HI and HRD courses have costs similar to the cost typical in education, psychology, and sociology courses, etc. Certain Human Interaction courses utilize portable video-tape recording equipment in the classroom which is a major expense. Field work and internship courses require time to arrange and mileage and expenses of faculty supervisors.

Library acquisitions require an expansion of a few new books and journals related to the human services. Much of the literature is drawn from government publications and traditional social science areas which is usually already a part of the library collection for other programs.

There is a major need for advisement and placement services due to the flexibility of the program in regard to choices in areas of specialization and the career preparation which is involved.

Perhaps the greatest cost is involved in curriculum development and planning. The Manpower Institutional Grant has assisted Oakland University in this respect, however, the cost of delivering the courses has utilized the regular university system of support through tuition and State fund allocations.

The HRD program has proven to be "self supporting" in respect to the latter. It is one of the programs which actually brings in more funds than are expended. Most colleges rely on some programs to "carry" more costly programs, such as those of a technical nature which require equipment and laboratories.

The current (1975) direct program cost per full-year-equivalent student is $840. This is that portion of school budget cost which includes faculty salaries, administration, supplies, services, mileage, telephone and related office expenses of program operation.

The indirect operational costs of the university for facilities, library, etc. are additional costs not included in the above amount. Further information can be supplied to college officials who are interested in considering the implementation of related curricula.

7.7 Conclusion

As stated earlier, we desire to work cooperatively with other institutions in the development of higher education for manpower and related human services program personnel. We are willing and able to share what we have had the opportunity to develop.

The HRD program is only as appropriate as are the changes and revisions which must be made continuously to meet the needs of current times. During the coming years we hope to continue our work and to report developments and findings through future publications.

APPENDIX A

OAKLAND UNIVERSITY

PROPOSED PROGRAM IN HUMAN RESOURCES DEVELOPMENT

The following program is proposed to be offered by the School of Education beginning Fall, 1973. Candidates for the degree of Bachelor of Science with a major in Human Resources Development would need to satisfy the following degree requirements.

1. Have completed at least 124 credits.

2. Have completed at least 32 of these credits at Oakland University, of which at least 16 credits must be in his or her elected concentration.

3. Have taken the last 8 credit hours needed to complete baccalaureate requirements in residence at Oakland University.

4. Have a cummulative grade point average in courses taken at Oakland University of at least 2.0.

5. Have demonstrated writing proficiency by meeting the University standard in English composition (0-8 credits).

6. Have completed the general education distribution requirement of at least 32 credits with credit in at least five of the six designated field groups. The field groups are: Area Studies, Arts, Letters, Natural Sciences, Social Sciences, and Symbolic Systems.*

7. Have completed the concentration in Early Childhood Education or Manpower Development, which consists of:

   a. 24-28 credits in an area of specialization
   b. 24-28 credits in supporting cognate courses
   c. 8-12 credits in practicum or internship for a total of 60 credits.

8. Have completed 24-32 credits in elective courses.

*See pages 91-93 of the O.U. General Catalog, 1973, for list of courses which come under each field groups.

3-16-73

APPENDIX B

DESCRIPTIONS OF NEW COURSES

DEVELOPED FOR THE

CONCENTRATION IN MANPOWER DEVELOPMENT

AND OFFERED BY THE

HUMAN RESOURCES DEVELOPMENT AREA

SCHOOL OF EDUCATION

OAKLAND UNIVERSITY

ROCHESTER, MICHIGAN

COGNATE AREA COURSES

Students may select 24-28 credits from Anthropology, Economics, Management, Political Science, Psychology, Sociology, or Speech Communications as indicated under "Requirements for Major Concentration." One or more of the following four HRD courses may also be counted under the cognate requirement.

HRD 301 - The Nature of Man (4 credits)

A study of the variety of ways in which human nature has been understood, with special attention given to the Behavioral, Humanistic, Marxist and Christian beliefs about man and their implications for policies and practices in the teaching and helping professions. The aim of this course is to develop tolerance for alternative views of man rather than propagate one view.

HRD 302 - Ethical Studies of Personal Crisis (4 credits)

A study of the personal crises often encountered in our lives, viewed from the perspective of the ethical and religious questions which often arise for those in education and the helping professions and their clients. Such issues as sexual morality, birth control, abortion, suicide, death, violence, criminal punishment and civil disobedience will be studied as well as the nature of love and loving relationships. Alternative ethical and religious viewpoints will be offered so that students may increase their understanding and tolerance of viewpoints they do not personally hold.

HRD 401 - Organizational Analysis & Change Process (4 credits)

Covers a study of the structure of organizations designed to provide human services and development and the process of affecting changes which facilitate improved individual client development. Concerns the assigned role of counselors, teachers, and other helpers within agencies and schools which often interfers with their helping functions. Anecodotal reports, case studies and simulated situations will be used to study characteristics of such interference and to develop strategies helpers can use in various settings to re-structure their role and function and/or agency policy to best solve current social problems. Prerequisite: Junior standing and two courses in ED, HI or HRD.

HRD 402 - Human Services Delivery and Evaluation (4 credits)

Covers systems analysis and experimental design for program development and research in human services. Emphasizes skills in developing performance objectives and in organizing and writing proposals for program development including management plans, evaluation plans, and budget development. Provides an opportunity to participate in the systems design for the delivery of a proposed human service or educational program. Prerequisite: Junior standing and two courses in ED, HI or HRD.

SPECIALIZATION AREA COURSES

Students may select 24-28 credits from the following courses and must include a minimum of 8 credits in Human Interaction courses and 8 credits in Human Resources Development courses. Also HRD 490 - Internship in HRD, 8-12 credits is required in addition to the 24-28 credits.

HI 261 - Fundamentals of Human Interaction (2 or 4 credits)

Provides an introduction to individual and small group interaction. Consideration is given to interpersonal communication, group processes, group membership, group leadership, techniques of developing and maintaining and helping relationship, decision-making, observation and listening skills, change processes, personal growth processes, and self awareness. The course assists students to develop awareness of their potential and provides preparation to operate more effectively in community service activities. Role playing, demonstrations, video recordings, simulations and other experiential activities constitute a major portion of the instructional program.

HI 361 - Techniques of the Helping Interview (2 or 4 credits)

Emphasizes listening and observation skills, establishing mutual trust and acceptance, and providing support in a one-to-one relationship to help persons in decision-making and to find success in personal endeavors such as education or employment. Students will learn to recognize applicant's needs for additional supportive services. Includes an introduction to the philosophy, theory and research of the helping relationship. Techniques of instruction include role-playing, simulation, interaction analysis and experience with actual clients. (Note: This course is cross-listed with SCN 305). Prerequisite: HI 261 or HI 363 or permission of instructor.

HI 363 - Dynamics of Human Relationships in Education and Work Settings (2 or 4 credits)

Deals with interpersonal relationships among students and teachers, employees and supervisors, and peers, in various settings such as: schools, industry, adult training classes, community agencies, government offices, and in groups of teams of co-workers. Introduces sociological and psychological theories of dynamics of human group behavior which can be applied personally by students in their current or future work relationships. Emphasized application of these concepts with persons who are being helped to find success in their education and work. (Note: This course is cross-listed with SCN 202).

HI 461 - Introduction to Counseling (4 credits)

Covers theories and practices in the field of guidance and counseling. An emphasis can be elected in preparation for work with certain groups such as: youth, adults, disadvantaged persons, offenders, persons from a certain culture or ethnic group, etc. Includes opportunity for simulated and authentic experiences. Requirements include the development of basic competencies. Prerequisite: HI 361 and HI 363 or permission of instructor.

HI 463 - Group Procedures in Helping Relationships (2, 4, 6, or 8 credits)

Include a study of procedures used in small groups where individuals are helped to better understand themselves and others, to adjust to life situations, and to deal effectively with others in interpersonal relationships. Experience in such a group setting is provided as a major requirement of the course. Students are given an introduction to techniques they may use to provide support and help for others in a group situation. Identical with ED 463. Prerequisite: HI 363 or permission of instructor.

HI 464 - Techniques of Consultation (4 credits)

Deals with techniques of consultation designed to help teachers, parents, families, employers, peers, para-professionals, volunteers, and other significant persons in the lives of human resources development clients to support and facilitate client growth. Includes preparation to provide human effectiveness training, behavior modification and the decision making skills for those who are engaged in the process of helping children, youth, adults, or the aged to become more self sufficient and to successfully function in society. Prerequisite: Two courses in Human Interaction or equivalent.

HRD 331 - Introduction to Community Mental Health (4 credits)

Includes a critical examination of current mental health treatment programs in local institutions, community mental health centers, and family-care programs. Covers the role of social and cultural factors in the cause of mental illness. Introduces roles in the helping process as a member of a treatment team in group and/or individual situations and provides experience in carrying out some facet of a treatment plan under supervision.

HRD 335 - Problems of Drug Abuse and Alcoholism (4 credits)

A comprehensive study of the modes of prevention and treatment programs for substance abuse. Readings and reports include basic information about various drugs and alcohol including history, categories and definitions, misuse, abuse, legitimate use, laws, attitudes and reasons people abuse drugs. Covers materials prepared for drug information education, films, and literature and a review of current research regarding the effects of drug abuse and alcoholism and related social problems. Provides a study of Methedone maintenance programs, support programs such as Synanon, and volunteer para-professional services including: hotline services, referral services, and work on a counseling team, employability development team, etc. Reviews legal and ethical practices, confidentiality, etc.

HRD 362 - Assessment of Youth and Adults (4 credits)

Concerns an overview of techniques used in the assessment of youth and adults for purposes of deciding upon and implementing educational, occupational, and personal-social goals. Students will be introduced to measurement terminology as well as techniques of test administration and interpretation. Tools for assessing aptitudes, interests, abilities and attitudes will be studied. Emphasis will be placed upon the synthesis of data in the form of case studies and in case conferences.

HRD 364 - Career Development and Community Resources (2 or 4 credits)

Covers sources of occupational, educational and personal-social information and techniques for using guidance information in the helping process. Establishes a repertoire of knowledge about community agencies and resources, manpower programs, educational and on-the-job training opportunities, and labor market trends. Students will gather first hand information from site visitations as well as through audio visual and printed media.

HRD 365 - Student Resources Development (2 or 4 credits)

Provides a general overview of the process, philosophy, practice, organization and evaluation of adult student resource development work in colleges and universities as well as practical supervised experience in typical higher education settings, such as, admissions, career advising, residential living, financial aid, student organizations, student support services, and orientation programs. Prerequisite: Permission of instructor.

HRD 366 - Techniques of Human Resources Development (2 or 4 credits)

An introductory course intended to provide basic preparation to individuals for work in public service in the emerging field of human resources development. Emphasis is placed upon cooperation among para-professional and professional workers such as: interviewers, coaches, counselor trainees, teachers, and community agency personnel, including employability developmental teams, to assist disadvantaged youth and adults from urban and rural areas and various cultural backgrounds to discover and develop their fullest potential and social usefulness.

HRD 367 - Employability Development Procedures (2 or 4 credits)

Covers procedures to assist persons to make a transition from education or unemployment to work and development of skills to seek, obtain, and hold a job. Includes guidance practices to provide support and serve as an advocate for unemployed, underemployed, and disadvantaged persons and an introduction to job development procedures and services. Prerequisite: 8 credits in HI or HRD courses or permission of instructor.

HRD 368 - Job Development and Training (2 or 4 credits)

Concerns contact work with employers and educators to develop jobs and training courses for persons who are enrolled in employability development and related manpower training programs and other agency applicants. Stresses appraisal of the needs of employers for persons with certain performance skills, development of on-the-job training programs and related education, and trainee follow-up and support. Prerequisite: 12 credits in HI or HRD courses or permission of instructor.

HRD 369 - Field Work in Human Resources Development (2, 4, 6, or 8 credits)

Provides supervised experiences in a variety of helping relationships in work settings such as schools, employment offices, social services agencies, and in industry. It includes an orientation to various local community cultural settings and life styles. Experiences emphasize the process of helping young people and adults adjust to education or work experience. Prerequisite: Permission of instructor

HRD 390 - Special Project in Human Resources Development (2, 4, 6, or 8 credits)

A program of directed reading, research, and study in an aspect of human resources development work. May be elected for independent study or may be taught as a workshop based upon selected topics and issues in the field. The course may be taken more than once, but for no more that a total of 8 credits. Prerequisite: Permission of instructor.

HRD 467 - Workshop--Topic to be named for each section offered (2 or 4 credits)

Provides an opportunity for community agency personnel and students engaged in preparation for applied human resources development work to develop various aspects of human services programs and practices. Sections are offered as needed for topics or areas of emphasis which meet the current objectives and/or requests of agency or business and industry employers and directors of training programs for personnel skilled in human resources development. Course can be taken more than once for a maximum of 8 credits. Prerequisite: Course work or experience in the workshop topic.

HRD 469 - Seminar--Topic to be named for each section offered (2 or 4 credits)

The course is conducted in traditional seminar fashion. The scope is predefined and based upon a broad topic in the human resources development field. Class members select areas for reading and research and share in contributing their findings to the group. Visiting consultants as well as the instructor provide directions and relevant content. Course may be taken more than once for a maximum of 8 credits. Prerequisite: Course work or experience in the seminar topic.

Internship Course

The following course is required for 8-12 credits to make a total of 60 credits in the concentration.

HRD 490 - Internship in Human Resources Development (8 or 12 credits)

Provides an opportunity for a culminating learning experience where a student may apply what he has learned in a supervised experience in some phase of human resources development work with youth and adults as an intern in a community agency program. Prerequisite: 24 credits in HI and/or HRD courses and permission of instructor.

NEW COURSES UNDER DEVELOPMENT DURING 1975-76

ECN 268 - Manpower Economics

An introduction to the tools of economic analysis as applied to labor markets, such as: labor force participation, investment in human capital, poverty, discrimination, and unemployment. Public policies and programs for the disadvantaged, especially those in the manpower area, are studied. The course is designed for persons who have little or no previous background in economics.

HRD 467 - Workshop in Critical Issues in Women Employment

Covers federal and state laws mandating equal employment practices and affirmative action policies for women moving through the labor force. Topics include history and current status of women in the labor force; labor statistics and relevant social data for women in the work force; key contributors and research projects on working women; federal and state legislation affecting women employment, including affirmative action and equal employment opportunity; employment practices affecting women, such as hiring, equal pay, promotion, and maternity leave; and impact of the women's movement on women employment.

MGT 334 - Human Development in Organizations

A survey of the developmental process of employees in complex organizations both from managerial and psychological standpoints. Topics covered include personnel recruitment, selection, placement, training and development; manpower planning; employee evaluation and reward systems; and job analysis and design. The course is designed for non-management majors.

HRD 469 - SEMINAR IN MANPOWER INFORMATION ANALYSIS

An introductory level course in quantification and data analysis skills for non-quantitatively oriented personnel seeking careers in the manpower field. Course topics include: the relationship between information (data) and policy decisions in general and in manpower field in particular; how manpower data are collected (census data, CPS, BLS, EPC, and labor market data); elementary data analysis techniques including the preparation and interpretation of statistical tables, proportions, rates, ratios, samples, population, trends and projections; understanding of elementary statistical terms (distribution, mean, median, mode, standard deviation, variance, etc.); a general knowledge of the operation of computer hardward and software; and in general the function of information in manpower program planning.